

Grade One Effective Writing Framework

	Emerging	Developing	Demonstrating	Advancing	Extending
	Beginning to work towards the achievement standard	Working towards the achievement standard	Demonstrating the achievement standard	Working beyond the achievement standard	Extending with depth beyond the achievement standard
	<ul style="list-style-type: none"> With explicit prompts (step-by-step oral scaffolding, reference to charts, word wall, etc) In familiar contexts Learning to follow procedures 	<ul style="list-style-type: none"> With prompts (oral or written questions, reference to charts, word walls, etc) In familiar contexts Attempts to explain 	<ul style="list-style-type: none"> Independent (with access to charts, word walls, etc.) In familiar contexts Explains basic understanding 	<ul style="list-style-type: none"> Independent (with access to charts, word walls, etc.) Applying in familiar contexts Explains with detail 	<ul style="list-style-type: none"> Independent (with access to charts, word walls, etc.) Applying in new contexts Explains with connections outside the teaching context
Voice The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language and revealing details. (ACELA1787)	Emotion <ul style="list-style-type: none"> Nothing distinguishes the text to make it the writer's own Humour and emotion is absent from appropriate texts 	Emotion <ul style="list-style-type: none"> Text resembles the mentor text Humour and emotion may be used, but within inappropriate texts eg. emotion in a recipe 	Emotion <ul style="list-style-type: none"> Risk-taking reveals moments of sparkle Uses humour and emotion as encountered in mentor texts in some text types where appropriate 	Emotion <ul style="list-style-type: none"> The writing captures a general mood such as happy, sad, or mad Uses humour and emotion effectively across all taught text types where appropriate 	Emotion <ul style="list-style-type: none"> Uses own style of humour and emotion Uses humour and emotion effectively across a range of taught and non-taught text types
Organisation The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence. ACELA1447 ACELA1450 ACELT1586 ACELY1661	<ul style="list-style-type: none"> Features <ul style="list-style-type: none"> The title (if required) is missing Imaginative <ul style="list-style-type: none"> Copies text or teacher modelling with no original writing Informative <ul style="list-style-type: none"> Copies information and details directly with no originality Persuasive <ul style="list-style-type: none"> No attempt to use cause and effect 	<ul style="list-style-type: none"> Features <ul style="list-style-type: none"> The title (if required) is attempted Imaginative <ul style="list-style-type: none"> Student is beginning to use common literary beginnings Informative <ul style="list-style-type: none"> The student's informative texts: <ul style="list-style-type: none"> have observational illustrations where appropriate Persuasive <ul style="list-style-type: none"> The student's texts: <ul style="list-style-type: none"> cause and effect patterns that may not relate well to topic 	<ul style="list-style-type: none"> Appropriate Text Features <ul style="list-style-type: none"> The title (if required) states the topic Imaginative <ul style="list-style-type: none"> The student uses common literary beginnings and endings Informative <ul style="list-style-type: none"> The student's informative texts: <ul style="list-style-type: none"> use cause and effect patterns have illustrations and labelled diagrams or maps that add to the text. Persuasive <ul style="list-style-type: none"> The student's texts: <ul style="list-style-type: none"> use cause and effect patterns (e.g. because, so) 	<ul style="list-style-type: none"> Appropriate Text Features <ul style="list-style-type: none"> The title (if required) captures the central idea Imaginative <ul style="list-style-type: none"> The student uses common literary beginnings and endings Informative <ul style="list-style-type: none"> The student's informative texts: <ul style="list-style-type: none"> use cause and effect patterns and compare-contrast have illustrations and labelled diagrams or maps that help explain the text Persuasive <ul style="list-style-type: none"> The student's texts: <ul style="list-style-type: none"> use cause and effect and compare-contrast patterns 	<ul style="list-style-type: none"> Appropriate Text Features <ul style="list-style-type: none"> The title (if required) is thoughtful and effective Similar pieces of information are logically sequenced together Imaginative <ul style="list-style-type: none"> The student uses common literary beginnings and endings across taught and self-chosen texts, in creative and innovative ways Informative <ul style="list-style-type: none"> The student's informative texts: <ul style="list-style-type: none"> use cause and effect, compare-contrast and whole-part patterns have illustrations and labelled diagrams or maps that help explain the text Persuasive <ul style="list-style-type: none"> The student's persuasive texts: <ul style="list-style-type: none"> use cause and effect, compare-contrast and whole-part patterns
Ideas The main message of the piece, the theme, with supporting details that enrich and develop that theme. ACELT1586 ACELT1586 ACELY1661 ACELY1664	<ul style="list-style-type: none"> Student writes in a way that is confusing and disconnected. Student needs to work one to one with the teacher to develop an idea for writing across text types. 	<ul style="list-style-type: none"> Ideas are presented in a general way. Student develops ideas for writing after brief conferences with the teacher Student develops ideas for writing from teacher scaffolding and support. 	<ul style="list-style-type: none"> The idea of the short text is clear to the reader. Student is able to develop ideas for personal writing, with very little support. 	<ul style="list-style-type: none"> The idea is clear and coherent. Student is able to develop ideas for writing. 	<ul style="list-style-type: none"> Student develops original and innovative ideas for writing through a wide range of sources such as personal experience, research, and emotions.
Conventions The mechanical correctness of the piece: spelling, punctuation, capitalisation, grammar usage, and paragraphing. ACELA1446 ACELA1449 ACELA1451 ACELA1455 ACELY1661 ACELY1662	<ul style="list-style-type: none"> Spelling inaccuracy makes the text inaccessible for the reader. No evidence of sight words. <ul style="list-style-type: none"> Punctuation is not consistent or is overused The student shows some evidence of: <ul style="list-style-type: none"> Capital letters to begin sentences Capital letters for people's names Full stops to end sentences. The student shows little or no use of adjectives to describe places, people or events. 	<ul style="list-style-type: none"> Spelling is inconsistent but readable The student attempts to spell familiar words with regular spelling patterns. The student shows some evidence of <ul style="list-style-type: none"> Using capital letters for proper nouns Using question marks Using exclamation marks Attempting to use commas to separate items in a list The student's writing shows some evidence of using adverbs to provide details of when, where and how 	<ul style="list-style-type: none"> Spelling is correct or close on taught high-frequency words Attempt to spell less familiar words. <ul style="list-style-type: none"> Uses punctuation accurately: <ul style="list-style-type: none"> Capital letters to begin sentences Capital letters for proper nouns Full stops, question marks and exclamation marks to end sentences Student attempts to use commas to separate items in a list. Student uses articles and adjectives to make noun groups more precise. The student uses adjectives and adverbs to provide relevant detail. 	<ul style="list-style-type: none"> Writing has a few errors, with high frequency words mainly corrected during editing by the student They accurately spell many unfamiliar words. <ul style="list-style-type: none"> Capital letters to begin sentences Capital letters for proper nouns Full stops, question marks, and exclamation marks to end sentences Generally use commas accurately to separate items in lists. Student uses a range of grammatical devices to enhance word groups eg. Adverbs. 	<ul style="list-style-type: none"> High frequency words are spelled correctly and others are easy to read. They accurately spell most unfamiliar words. <ul style="list-style-type: none"> A variety of conventions are used correctly <ul style="list-style-type: none"> Capital letters to begin sentences Capital letters for proper nouns Full stops, question marks, and exclamation marks to end sentences Commas to separate items in a list
Sentence Fluency The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. ACELA1449	<ul style="list-style-type: none"> Student creates sentences that are incoherent and disjointed. Use sentences that include a verb, noun group and adverbial phrase e.g. We went to the beach. 	<ul style="list-style-type: none"> Student is beginning to use compound sentences, most of the text is comprised of short, simple sentences. Student overuses conjunctions eg. and 	<ul style="list-style-type: none"> Student uses a combination of simple and compound sentences. Simple conjunctions such as <i>and</i> and <i>but</i> are used to make compound sentences 	<ul style="list-style-type: none"> The use of simple and compound sentences meets the purpose of the text. The student is beginning to use complex sentences Connectives are correctly used in long and short sentences. 	<ul style="list-style-type: none"> The use of simple, compound and complex sentences meet the purpose of the text and add impact. Connectives are correctly used in long and short sentences. Student uses conjunctions to indicate relationships, particularly cause and effect and compare and contrast
Presentation ACELY1663 ACELY1664	<ul style="list-style-type: none"> If pictures are present, they are randomly placed No charts, tables, graphs are evident Writing is difficult to read 	<ul style="list-style-type: none"> Use of Illustrations is starting to come together Charts, tables, graphs are attempted but randomly placed Student writes some lower-case and upper-case letters, correctly 	<ul style="list-style-type: none"> Student adds some detail to their illustrations Pictures fit with text Charts, tables, graphs match text and are placed properly The student legibly writes unjoined upper- and lower-case letters 	<ul style="list-style-type: none"> Student uses colour and detail to illustrate Charts, tables, graphs match and clarify text; are placed together properly The student legibly writes unjoined upper- and lower-case letters of consistent size 	<ul style="list-style-type: none"> Student's illustrations are neat, colourful and include significant detail Charts, tables, graphs match, clarify, and enrich text and are placed properly Handwriting is neat, easy to read, consistent use of Queensland pre-cursive script