

Grade 1 Poetry/Songs	Adequately Meets Grade Level Learning Outcomes
CONTENT	<ul style="list-style-type: none"> • Uses personal experiences as a starting point for writing • Writing focuses on a topic • Writing includes details
ORGANIZATION	<ul style="list-style-type: none"> • Models familiar text structure that may include <ul style="list-style-type: none"> ○ Free verse (does not have a regular rhythm, line length, or rhyme scheme) ○ List poems ○ Sensory poems ○ Modeled patterns, chants, songs, rhymes
WORD CHOICE	<ul style="list-style-type: none"> • Uses descriptive words (simple adjectives and adverbs) to create an image or feeling
VOICE (Author's Craft: Style, Tone, Engagement, Mood) <i>Word choice and content work together to create voice</i>	<ul style="list-style-type: none"> • Writing is individual (sounds like the child is talking) • Writing engages audience (is interesting)
CONVENTIONS <i>* in poetry, punctuation is a part of voice or organization and is used to add emphasis or to clarify meaning</i>	<ul style="list-style-type: none"> • Uses a mixture of approximated and conventional spelling • Capitalizes first letter of names, and "I" • Errors may be distracting but basic communication is understandable