# WRITING

# FIRST GRADE

**The writing competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:**

**Spelling**

- Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families
- Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g.*, /k/ /a/ /t/* for *cat*)
- Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words
- Spell correctly three- and four-letter short vowel words
- Understand the difference between conventional spelling, and sound or invented spelling

**Handwriting**

- Write legibly most uppercase and lowercase manuscript letters
- Write letters legibly when dictated

**Composition**

- Write stories and informational text that establish a topic and use words that can be understood by others
- Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Use conventional capitalization and punctuation to begin and end sentences
- Write compositions for different purposes and include text, illustrations, and other graphics

**Motivation to Write**

- Write voluntarily to communicate to others
- Write voluntarily for different purposes (e.g., tell stories, share information, give directions, write to a friend)

Share writing with others (e.g., participate in author's circle)

**Specific performance indicators that grade 1 students are developing as they learn to write include:**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding.**

- Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation (UNITS 1-5)
- Write data, facts, and ideas gathered from personal experiences (UNITS 1-5)
- Maintain a portfolio of informational writings and drawings, with assistance (UNITS 1-5)
- Take notes to record facts from lessons, with assistance (UNITS 1, 5)
  - write words or draw pictures in order to capture important understandings (UNITS 1, 5)
- State the main idea, with assistance (UNITS 1-5)
- Use resources such as a picture dictionary or word wall to find and write words, with assistance (UNITS 1-5)

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression.**

- Develop original literary texts to
  - create a story with a beginning, middle, and end, using words that can be understood by others (UNITS 1-2, 5)
  - create poems or jingles, using words that can be understood by others (UNITS 1-2)
- Write to respond to text to
  - express feelings about characters or events in one or more stories (UNITS 2, 4-5)
  - describe characters, settings, or events (UNITS 1-5)
  - list a sequence of events in a story (UNITS 1-2)
  - retell a story, using words (UNITS 1-2)
  - identify the problem and solution in a simple story (UNITS 1-2, 5)
- Maintain a portfolio of writings and drawings in response to literature, with assistance (UNITS 1-5)
- Use personal experiences to stimulate own writing, with assistance (UNITS 1-5)

**Standard 3**: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic (UNIT 1)
  - respond in words to an experience or event shared by a classmate (UNITS 1-5)
  - depict an opinion about statements, illustrations, characters, and events in written and visual texts (UNITS 1-5)
  - compare characters, settings, and events within and between stories (UNITS 3, 5)
  - describe the differences between real and imaginary experiences (UNITS 1, 5)
  - describe the connections between personal experiences and ideas and information in written and visual texts (UNITS 1-5)

- Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance (UNITS 1-5)
- Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance (UNITS 1-5)

**Standard 4:** Students will read, write, listen, and speak for **social interaction.**

- Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group (UNITS 1, 5)
- Respect the age, gender, and culture of the recipient (UNITS 2, 4-5)
- Write friendly letters to others, using salutations and closings (UNITS 2-4)
- Maintain a portfolio of writings and drawings for social interaction, with assistance (UNITS 1-5)

# GRAMMAR MECHANICS USAGE

UNIT 1:

- Sentence Structure-complete thought, capital letters, punctuation marks (Tested)
- Naming Parts of Sentence-nouns (Tested)
- Action Parts of Sentence-verbs
- Word Order (Tested)
- Sentence Types- declarative and interrogative
- Sentence Parts-subject and predicate

UNIT 2:

- Nouns (Tested)
- Proper Nouns-titles of people/books/songs, days, months, holidays (Tested)
- Plural Nouns
- Sentence Structure-complete thought, capital letters, punctuation marks
- Sentence Parts-subject and predicate
- Sentence Types- declarative and interrogative

UNIT 3:

- Verbs (Tested)
- Verbs that add –s (Tested)
- Verbs that do not add –s
- Verbs-past and present (Tested)
- Verbs-am, is, are, was, were
- Contractions with Not
- Subject-Verb Agreement
- Punctuation-apostrophe
- Sentence Types- declarative and interrogative

UNIT 4:

- Adjectives-colors, shapes, sizes, what kind (Tested)
- Adjectives-how many, compare using –er, -est
- Sentence Types- declarative and interrogative

UNIT 5:

- Sentence Type-command (imperative) (Tested)
- Sentence Type-exclamations (exclamatory) (Tested)
- Sentence Type- declarative) and interrogative
- Sentence Structure-complete thought, capital letters, punctuation marks
- Pronouns (Tested)
- Sentence Parts-subject and predicate
- Verbs