

# FIRST GRADE - WRITING CURRICULUM

## Prewriting

*involves deciding on topic and audience, gathering and organizing information,  
and selecting appropriate form for writing*

### **The student generates ideas. (Brainstorm)**

Brainstorms with class	D
Brainstorms with peer group	I
Brainstorms independently	I/D
Generates ideas from verbal prompt	D

### **The student considers purpose.**

Informs	D
Describes	D
Explains	I
Creates	I/D

### **The student considers audience.**

Self	D
Family	D
School	I/D
Community	I/D
Group/Individual	I/D

### **The student focuses ideas.**

Narrows topic with class	I/D
Narrows topic independently	I

### **The student gathers information.**

Experiences	D
Observations	D

### **The student uses strategies to organize ideas:**

Utilizes sketches	D
Uses graphic organizers (maps, webs, etc.)-teacher provided	I/D

### **The student considers genre.**

Narrative: [e.g. journal, story]	I/D
Narrative: Friendly Letter	I/D
Creative: [e.g. story, poems, song, play script]	I/D
Expository: Early nonfiction writing	I/D
Technical Writing (basic directions, instructions)	I

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## Drafting

*involves developing idea/topic through sentences and/or paragraphs*

<b>The student connects pre-write process.</b>	
Apply pre-write activities to create the draft.	D
<b>The student creates text from ideas.</b>	
Matches text with pictures.	D
Creates text that makes sense.	I/D
Develops text with purpose.	I/D
Uses developmental spelling.	D
<b>The student rereads as necessary. (while writing draft)</b>	
Rereads with teacher help	D
Rereads independently	D
<b>The student writes independently or as a team.</b>	
Writes independently	D
<b>The student composes in a variety of ways.</b>	
Uses sketches	D
Handwritten (uses letters and words with paper/pencil)	D
<b>The student uses genre in drafting.</b>	
Recognizes structure in genre	I
Student applies general concept of genre to writing. (attempts genre with first draft)	I/D
<b>Conference/Respond</b>	
<i>involves the process of reflecting and sharing to improve writing</i>	
<b>The student reads own work to improve writing.</b>	
Student independently finds ways to improve their writing.	I
Student uses resources with teacher assistance.	I/D
Student independently uses resources to improve their writing.	I
<b>The student shares writing with the teacher to receive feedback to improve text.</b>	
Student is able to converse about their writing.	D
Student shares writing for improvement.	I
Student considers and applies teacher feedback for revision.	I
<b>The student shares writing with peers to receive feedback to improve text.</b>	
Student is able to converse with their peers about their writing.	I/D
Student shares writing with peers for improvement.	I

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## Revising

*involves the process of improving the meaning and content for clarity  
(reread, reorder, remove or elaborate upon)*

<b>Adds text.</b>	
Adds labels to sketches	D
Adds text to elaborate on topic and ideas	I
Adds text to clarify purpose or meaning	I
Adds text to complete sentences	I
Adds drawings/graphics to enhance text.	D
<b>Subtracts text.</b>	
Subtracts incorrect labels or misplaced words	I
Subtracts text to focus on topic and ideas	I
Subtracts text to clarify purpose or meaning	I
<b>Organizes writing according to genre and purpose</b>	
Recognizes that published text has a structure (structure exists)	I
Recognizes tht published text has a genre (naming it)	I
<b>Adds own personality to writing.</b>	
Understands concept of voice	I/D
<b>Rewords text.</b>	
Recognizes that authors have word choice	I
<b>Adjusts word order for fluency.</b>	
Understands concept of fluency in writing	I
Recognizes areas lacking fluency in writing (with teacher assistance)	I

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## Editing

*involves proofreading the written work for wording,  
mechanics, spelling, and punctuation*

<b>Addresses CAPITALIZATION errors.</b>	
The word "I"	D
Beginning of a sentence	D
Proper nouns: names of	
People	D
Holidays	D
Cities, states, continents, oceans	I
Days of week, months of year	D
<b>Identifies and corrects PUNCTUATION errors</b>	
Periods	
Ends of sentences	D
Abbreviations	I
Titles	I
Initials	I
Question Marks	I
Exclamation Marks	I
Commas	
Dates	I
<b>Identifies and corrects PUNCTUATION errors</b>	
Underlining (written or typed) or Italics (word processing)	
Titles: Books, plays movies	I
<b>Applies knowledge of grammar to text. (sentence structure, fluency, etc.)</b>	
Parts of Speech	
Nouns	I
Verbs	I
<b>Utilizes grade level editing marks</b>	I/D

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## Publish

*involves preparing and bringing a final product  
to the attention of the audience*

<b>Applies penmanship and/or word processing skills.</b>	
Publishes by <b>printing</b> letters and/or words	D
Publishes by word processing	I
<b>Uses appropriate format. (title, cover page, heading)</b>	
Gives writing a title	I/D
Assigns titles appropriate to genre and text	I
Creates a heading according to teacher expectation	I/D
<b>Shares writing with intended audience.</b>	
Shares writing with home	D
Shares writing with peers	I/D
Shares writing with self identified audience	I/D
Shares with community or organization	D
Displays work in school	D
Shares writing from genre grade level focus	D
<b>Appropriately utilizes visual aids (including illustrations, charts, tables, graphs, etc.)</b>	
Incorporates illustrations and text (handmade books)	D

## Genre

*involves developing a variety of writing styles*

<b>Narrative - Nonfiction</b>	
Writes personal experiences in basic narrative form (beginning, middle and end, characters, details)	I/D
Writes simple autobiography	I/D
<b>Narrative: Creative / Expressive</b>	
Writes in personal journal / writer's notebook	D
Sketches / retells fictional stories	I/D
Writes fictional stories in basic narrative form (beginning, middle and end, characters, details)	I/D
Writes early poetry (mimics form)	I
<b>Expository</b>	
Sketches / labels biography information (specific people and characters)	I/D
Writes simple biography	I
Sketches / labels to describe places and things	I/D
Writes to describe observations	I/D
Writes to describe places and things	I/D
Writes simple reports (from verbal/visual information - teacher)	I
<b>Technical</b>	
Writes to explain mathematical thought / action	I
<b>Timed Writing</b>	
Sketches / labels meaningful piece with time limit	D
Writes meaningful piece in 30 minutes (no prompt-chooses own genre)	D
Writes meaningful piece in 30 minutes (prompt-chooses own genre)	D
<b>Assessment Response</b>	
Writes in complete sentences in response to written question (without teacher assistance)	I
Manages time in assessment situation	I/D

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## Craft

*involves using the craft  
of a published author to serve as a writing mentor*

<b>Reads and rereads own writing as a reader</b>	
Rereads own writing as a "reader" (teacher guided/modeled)	I
Rereads own writing from a variety of perspectives as different "readers" (teacher guided/modeled)	I
Identifies possible changes based on reader's needs (teacher guided/modeled)	I
Reflects on own writing during the process (teacher guided)	I/D
Makes changes during the writing process based on reflection	I
Reflects on own writing after publishing (teacher guided)	I/D
<b>Reads and rereads literature like a writer (recognizes craft &amp; recognizes literature as published writing)</b>	
Understands concept of author as writer	D
Understands that authors use/personalize the writing process	I
Understands that authors tailor writing to a specific audience and purpose	I
Understands that a writer can learn from other writers (peer or professional author)	I/D
Recognizes that literature is published writing	D
<b>Selects a craft from an author and applies it in their own writing</b>	
Recognizes a "craft" in a piece of literature (teacher guided)	I
<b>Uses vocabulary of a writer to name, discuss, and apply craft</b>	
Character	I
Dialogue	I
Sequence of Events	I/D
Setting	I
Title	I