

Course/Grade Level: First Grade Language Arts Curriculum

Focus: Students will write three to five times per week using the writing process. They will write about a true personal experience using all steps of the writing process.

Required support materials: "Units of Study for Primary Writing" (Calkins); All books.

LA.1.1 Students will write *narrative* text using the writing process.* Students will...

- LA.1.1.1 use *ideas and content* when writing a narrative piece.
- choose an idea about which to write
 - begin to orally communicate and write using personal experience
 - use details in pictures and words to develop a story
 - describe the difference between copying and using one's own words
- LA.1.1.2 use *organization* when writing a narrative piece.
- participate in shared writing activities where prewriting strategies are included
 - write sentences with ideas presented in a sequential order
 - write several complete sentences about one idea
- LA.1.1.3 use *voice* when writing a narrative piece.
- express feelings through pictures and words
- LA.1.1.4 use *word choice* when writing a narrative piece.
- identify and use nouns and verbs in their writing
 - explore the use of new words to make writing more interesting
- LA.1.1.5 use *sentence fluency* when writing a narrative piece.
- write a simple sentence that is a complete thought and is easy to read aloud
- LA.1.1.6 use *conventions* when writing a narrative piece.
- use appropriate spacing between words
 - capitalize the beginning of a sentence and use correct ending punctuation
 - use correct subject/verb agreement
 - use phonetic spelling
 - correctly spell some high frequency words (see appendix)

LA.1.2 Students will write *expository* text using the writing process.*

Students will...

- LA.1.2.1 use *ideas and content* when writing expository text.
 - choose an idea about which to write and use words to express this idea in a basic sentence
 - use details in pictures and words to develop informational writing
 - begin to orally communicate and write using personal experience to provide information
 - describe the difference between copying and using one's own words
- LA.1.2.2 use *organization* when writing an expository text.
 - participate in shared writing activities where prewriting strategies are included
 - write sentences with ideas presented in a sequential order
- LA.1.2.3 use *voice* when writing an expository text.
 - begin to write and/or draw feelings about the topic with the purpose of informing the reader
- LA.1.2.4 use *word choice* when writing an expository text.
 - identify and use nouns and verbs in their writing
 - explore the use of new words to make writing more interesting
- LA.1.2.5 use *sentence fluency* when writing an expository text.
 - write a simple sentence that is a complete thought and is easy to read aloud
- LA.1.2.6 use *conventions* when writing an expository text.
 - use appropriate spacing between words
 - capitalize the beginning of a sentence and use correct ending punctuation
 - use correct subject/verb agreement
 - use phonetic spelling
 - correctly spell some high frequency words (see appendix)

LA.1.3 Students will demonstrate legible manuscript writing.

Students will...

- LA1.3.1 demonstrate a method of holding a pencil that results in legible handwriting.
- LA1.3.2 print legibly the upper and lower case manuscript letters using the locally adopted penmanship materials.
- LA1.3.3 legibly write numbers 1-20 using the locally adopted penmanship materials.
- LA.1.3.4 use appropriate size in number and letter formation.
- LA.1.3.5 use appropriate spacing between words.

APPENDIX

THE WRITING PROCESS

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."

SPELLING

Students should participate in spelling word study activities that include appropriate spelling lists (high frequency words and words that follow phonetic rules) for each grade level. Both word types will be assessed. Example word study activities are found in the district spelling notebook. Assessment guidelines are found on the USD 417 website.