

KPBSD ELA CURRICULUM

1st GRADE – WRITING STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>1.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).</p> <p>1.W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p> <p>1.W.3. Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p> <p>1.W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p> <p>1.W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine/summarize information/facts learned).</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Details provide a factual foundation to an opinion making it more credible. • Recalling details provides proof. • Time order words convey sequence, signal shifts from one time frame to another. • Writing can be improved with guidance and support from the teacher and peers to aid the writer for reflection and eventually independent editing of their pieces. • Technology allows for a neat, well organized, professional final product in an efficient manner. • Procedural writing “how-to” as a list of sequential directions for “how-to” do something and lists of what is needed. • Participation in shared research and writing builds the foundation for the development of more complex and rigorous research and writing projects that may be required throughout a student’s school years and across curriculum areas. • Recalling details about experiences supports the student’s use of long term and working memory during the learning process. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why should first graders read and write? • What do good writers look like? • How do good writers acquire and record information? • How can I write for different purposes? • How do good writers reflect and improve on their writing? • How can I use technology in writing?

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Acquisition	
<p>SUPPORTING STANDARDS</p> <p>1.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • How to write their opinion about a topic and give reasons for their thinking. • How to write to teach about a topic by giving facts about it. • How to write to tell an organized story with details. • How to listen to others’ ideas to help add details to their stories. • How to use a computer or tablet to publish their writing. • How to help their class explore books and write about what was learned. • How to use what they have learned to answer questions or how to find the answers somewhere else.
	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Creating a drawing of their opinion. • Engaging in discussion with a partner. • Generating similar and/or opposite opinions using a t-chart. • Sharing their opinion. • Creating a drawing of their topic. • Discussing topic with a group. • Sharing facts about a topic in sequential order leading to a logical conclusion. • Engaging in center activities to create fact cards about the topic. • Activating prior knowledge by using a graphic organizer (5 W’s) to supply facts about the topic. • Placing picture cards logical order according to the text. • Engaging in discussion with a partner and/or group. • Sharing facts about a task or activity in sequential order leading to a logical conclusion. • Engaging in center activities to create “how to” cards listing steps required to complete a task. • Create a KWL chart about a topic. • Use a graphic organizer to organize the events in a narrative piece.
Evidence	
Evaluative Criteria	Assessment Evidence
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Quarterly writing assessments • Classroom writing assignments

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	OTHER EVIDENCE: Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers	
Vocabulary		
Opinion Reasons Topic Details Title Information Facts Explanation Sequence Event Time Order	Focus Revise Edit Improve Research Directions Sequence Instruction Fact Fiction Collect Gather	Select Recall Information Retell Describe Sources Encyclopedia non-fiction Expository Magazine Article
Technology Skills		
I Can... <ul style="list-style-type: none"> ● Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up and scroll down, close window appropriately, and shut down computer appropriately. ● Use and talk about the keyboard keys: space bar, cursor, shift. ● Use and care for equipment in a respectful way. ● Identify technology equipment: computer, printer, mouse (move to wake up computer). ● Adjust the volume for my computer. ● Open and use a computer program from the menu or icons. ● Select a website from the District Favorites. ● Read information from the World Wide Web with assistance. ● Produce and save a document using a word processing program. ● List potential dangers in digital environments and know how to report unsafe situations. 		