

Writing
First Grade
First Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Read a variety of stories orally, discussing beginning, middle, and end • Model good writing • Create an environment that encourages students to write • Establish daily use of journals • Help students with correct letter structure and usage • Review spacing and left to right progression • Review and model complete sentences, basic punctuation, and capitalization • Teach word families • Model the Writing Process • Share samples of own writing • Conference with students and give individual feedback as needed <p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Write in journals daily • Apply strategies being modeled • Share writing with teachers and peers 	<p style="text-align: center;"><u>Writing Features</u></p> <p>Focus and Organization</p> <ul style="list-style-type: none"> • Selecting variety of topics • Compose as a class stories with beginning, middle, and end • Extend sentences with assistance from teacher/assistant • Use words that name characters, settings, and events 	<p style="text-align: center;"><u>Suggested Prompts</u></p> <ul style="list-style-type: none"> • Write about Pumpkins, Halloween and/or Fall • Write a new ending to a story read in class
	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Capitalize the pronoun I • Use of simple sentences • Practice upper/lower case letters correctly • Use temporary/conventional spelling <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Capitalize the first word of a sentence • Capitalize proper names • Correct use of period at the end of a declarative sentence 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Refer to booklist for books to use to teach <i>setting</i> and <i>characters</i>. • Letterland • Scott-Foresman reading series • Empowering Writers
	<p style="text-align: center;"><u>Portfolio Suggestions</u></p> <ul style="list-style-type: none"> ▪ 1st MCS Writing Prompt • Journal Entry • Reading Response-response to literature read or heard (feelings or thoughts) or a new ending to a story. • Miscellaneous 	

Writing
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Second Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Model prewriting strategies (Thinking Maps®, graphic organizers) • Teach beginning, middle, and end • Teach complete sentences, basic punctuation, and capitalization • Review/teach word families • Continue to read stories orally and model good writing • Lead students through the Writing Process • Provide mini-lessons • Conference with students and offer feedback • Model using new vocabulary, words that name characters, setting, tell action and events • Teach spelling strategies (Word Wall, dictionaries, etc.) • Provide opportunities for students to share their writing • Model putting ideas together in a paragraph <p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Retell stories read orally • Discuss writing idea orally as a prewriting strategy • Use word families and word parts in writing • Begin to write with beginning, middle, and end • Use new vocabulary when writing • Use words that tell characters and setting • Write in complete sentences • Write all letters (upper and lower) in standard formation • Use punctuation correctly 	<p style="text-align: center;"><u>Writing Features</u></p> <ul style="list-style-type: none"> • Start using beginning, middle, and end • Group writing using author’s model of language • Use words that describe characters and setting • Use a variety of words to tell action of events 	<p style="text-align: center;"><u>Suggested Prompts</u></p> <ul style="list-style-type: none"> • On the playground, I like to... • Tell about a favorite activity 	
	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Apply phonics to write with temporary and/or conventional spelling with assistance • Use of legible manuscript handwriting <p style="text-align: center;">***<i>All previously taught skills.</i></p> <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Capitalization of proper names • Use question mark in writing to end an interrogative sentence • Self-monitor composition by using one or two strategies (e.g. rereading, peer conferences) 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Refer to suggested book list for titles to teach <i>setting</i> and <i>characters</i>. • www.writingsource.com • Letterland • Scott-Foresman reading series • Empowering Writers 	<p style="text-align: center;"><u>Portfolio Suggestions</u></p> <ul style="list-style-type: none"> ▪ MCS 2nd Writing Prompt • Personal Experience Narrative- demonstrating a beginning, middle and end • Friendly Letter-letter reflects a beginning (greeting/salutation), body, closing and signature • Miscellaneous

Writing
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Third Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Continue modeling good writing and writing strategies • Continue teaching word families • Continue reading a variety of stories orally • Assess student writing performance and plan mini-lessons • Teach editing marks • Review/teach spelling strategies (dictionaries, word walls, etc.) • Lead students through the Writing Process by actively involving students in prewriting, editing and revising • Conference with students individually to offer feedback as needed • Work with students on expanding sentences and ideas • Provide opportunities for students to share writing • Continue to teach a variety of graphic organizers and use in class settings <p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Write daily in journals • Engage in prewriting strategies for own writing • Write in complete sentences • Use strategy of word families and phonics in writing • Use new vocabulary when writing • Use words that tell character, setting, action and events 	<p style="text-align: center;"><u>Writing Features</u></p> <ul style="list-style-type: none"> • Complete graphic organizers with or without assistance • Use multiple sentences to expand an idea • Use new vocabulary and language structures • Use words that describe/name characters, setting, and events • Self-monitor composition 	<p style="text-align: center;"><u>Suggested Prompts</u></p> <ul style="list-style-type: none"> • Why _____ is my favorite food. • Friendly Letter
	<p style="text-align: center;"><u>Conventions</u></p> <p>Review and hold accountable:</p> <ul style="list-style-type: none"> • Apply phonics lessons learned in reading instruction in daily writing activities • Capitalization of “I”, proper names, and first word of a sentence • Use legible manuscript handwriting • Proper use of punctuation in declarative and interrogative sentences. <p style="text-align: center;"><i>***All previously taught skills.</i></p> <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Use phonic knowledge and basic patterns to spell correctly three- and four-letter words • Apply phonics to write independently, using temporary and/or conventional spelling • Compose a variety of products using a writing process 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Use suggested book list to teach and model writing features and conventions • www.writingsource.com • Letterland • Scott-Foresman reading series • Empowering Writers
	<p style="text-align: center;"><u>Portfolio Requirements</u></p> <ul style="list-style-type: none"> • MCS 3rd Writing Prompt • Imaginative Narrative (including a beginning, middle, and ending) • How-to Paragraph (explain how to make or do something) • Miscellaneous 	

Writing
First Grade
Fourth Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Review/model/teach previous writing skills and strategies • Assist students in the Writing Process (prewriting, editing and revising) • Develop mini-lessons needed to address specific writing needs • Provide opportunities for students to share and celebrate writing 	<p style="text-align: center;"><u>Writing Features</u></p> <ul style="list-style-type: none"> • Complete graphic organizers without assistance • Select and use new vocabulary and language structures • Use specific words to tell action 	<p style="text-align: center;"><u>Suggested Prompts</u></p> <ul style="list-style-type: none"> • <i>How I Get Ready for School...</i> • <i>Something I Have Learned in First Grade....</i>
<p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Spell correctly three-and four-letter words using knowledge of word families and word parts • Spell many high frequency words correctly (use Word Wall) • Represent consonant blends and digraphs in spelling • Use basic capitalization and punctuation correctly and attempt to use other punctuation (exclamation mark, comma). • Use complete sentences • Use specific words to tell action and events • Use words that name characters and setting • Use new vocabulary • Do free choice writing • Revise, edit and publish with teacher support 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <p style="text-align: center;"><i>***All previously taught skills.</i></p> <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Use phonic knowledge and basic patterns to spell correctly three- and four-letter words • Apply phonics to write independently, using temporary and/or conventional spelling • Compose a variety of products using a writing process 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Use suggested booklist to teach writing features and conventions. • www.writingsource.com • Letterland • Scott-Foresman reading series • Empowering Writers
		<p style="text-align: center;"><u>Portfolio Suggestions</u></p> <ul style="list-style-type: none"> • 4th MCS Writing Prompt • Simple Research Project (science or social studies content) • Poem (simple) • Miscellaneous

Student's Name _____ **School Year** _____
School _____ **Teacher** _____

First Grade Writing Portfolio Checklist

1st Nine Weeks

_____ 1st MCS Writing Prompt
_____ Journal Entry
_____ Response to Literature
_____ Misc. _____

2nd Nine Weeks

_____ 2nd MCS Writing Prompt
_____ Friendly Letter
_____ Personal Experience
(Narrative)
_____ Misc. _____

3rd Nine Weeks

_____ 3rd MCS Writing Prompt
_____ Imaginative Narrative
_____ How-To Paragraph
_____ Misc. _____

4th Nine Weeks

_____ 4th MCS Writing Prompt
_____ Poem
_____ Research Project
_____ Misc. _____