

Grade 1 Writing Authors as Mentors

Standard	Learning Target	Success Criteria
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>We are learning to write a made-up story or retell something that really happened.</p> <p>We are learning to write an introduction</p> <p>We are learning to sequence events.</p> <p>We are learning to use transitional words.</p> <p>We are learning to develop an event.</p> <p>We are learning to write conclusions.</p>	<p>We are looking for writing that includes:</p> <ul style="list-style-type: none"> • A beginning that introduces the piece • A middle that tells events in the order that they happened • A conclusion that ties the piece together <p>We are looking for a beginning that includes characters and setting and helps the reader know what the piece is going to be about.</p> <p>We are looking for events that are in an order that makes sense.</p> <p>We are looking for words that show that the story is moving along.</p> <p>.</p> <p>.</p> <p>We are looking for details to tell more about what happened.</p> <p>We are looking for an ending that tells how the problem was solved, ties the piece together and satisfies the reader.</p>
<p>W1.5</p> <p>.</p>	<p>We are learning to act on feedback in our writing.</p>	<p>We are looking for changes we made in our writing based on suggestions from others</p>

Grade 1 Writing

From Scenes to Series Writing Fiction

Standard	Learning Target	Success Criteria
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>We are learning to write a made-up story or retell something that really happened.</p> <p>We are learning to write an introduction</p> <p>We are learning to sequence events.</p> <p>We are learning to use transitional words.</p> <p>We are learning to develop an event.</p> <p>We are learning to write conclusions.</p>	<p>We are looking for writing that includes:</p> <ul style="list-style-type: none"> • A beginning that introduces the piece • A middle that tells events in the order that they happened • A conclusion that ties the piece together <p>We are looking for a beginning that includes characters and setting and helps the reader know what the piece is going to be about.</p> <p>We are looking for events that are in an order that makes sense.</p> <p>We are looking for words that show that the story is moving along.</p> <p>We are looking for details to tell more about what happened.</p> <p>We are looking for an ending that tells how the problem was solved, ties the piece together and satisfies the reader.</p>
<p>W1.4</p>	<p>We are learning to act on feedback in our writing.</p>	<p>We are looking for changes we made in our writing based on suggestions from others.</p>
<p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>We are learning to gather information to answer a question about a topic.</p>	<p>We are looking for information to answer the question from:</p> <ul style="list-style-type: none"> • Experiences (what we have done before) • Sources (key words and/or short sentences taken from books or websites)
<p>RL.3 . Describe characters, settings, and</p>	<p>We are learning to describe the characters,</p>	<p>We are looking for details that tell about:</p>

<p>major events in a story, using key details.</p>	<p>settings, and major events in a story.</p>	<ul style="list-style-type: none"> • Who is in the story (characters) • Where and/or when the story takes place (setting) • What happens in the story (events)
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>We are learning to use conventions in our writing.</p>	<p>We are looking for:</p> <ul style="list-style-type: none"> • capitalized dates and names of people • punctuation at the end of sentences • commas in dates and to separate words in a list • correct spelling for words with patterns we know or words we often use • spelling of words we don't know using sounds we hear
<p>RL.4 . Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>We are learning to identify words and phrases in the story or poem that create feelings or appeal to our senses.</p>	<p>We are looking for words and phrases that:</p> <ul style="list-style-type: none"> • Make us feel an emotion • Help us make a picture in our mind
<p>RL. 7 . Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>We are learning to use the pictures in a story to describe its characters, setting, or events.</p>	<p>We are looking for details in the illustrations that tell the reader more about:</p> <ul style="list-style-type: none"> • The characters • Where the story takes place (setting) • What is happening to the character (events)

Grade 1 Writing Nonfiction Chapter Books

Standard	Learning Target	Success Criteria
<p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>We are learning to gather information to answer a question about a topic.</p>	<p>We are looking for information to answer the question from:</p> <ul style="list-style-type: none"> • Experiences (what we have done before) • Sources (key words and/or short sentences taken from books or websites)
<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>We are learning to write an informational piece.</p> <p>We are learning to write an introduction.</p> <p>We are learning to write about a topic.</p> <p>We are learning to write a conclusion.</p>	<p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> • An introduction • Facts about the topic • A conclusion <p>We are looking for a beginning that names the topic.</p> <p>We are looking for facts that tell about the topic.</p> <p>We are looking for an ending that either:</p> <ul style="list-style-type: none"> • Shows emotion • Reminds the reader what they learned • Asks a question that makes the reader think more about the topic
<p>W1.7 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).</p>	<p>We are learning to work with others to build knowledge about a topic.</p>	<p>We are looking for a way to find information that includes:</p> <ul style="list-style-type: none"> • Asking questions about a topic • Searching for information to help answer those questions • Writing that tells about what we have learned
<p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>We are learning to act on feedback in our writing.</p>	<ul style="list-style-type: none"> • We are looking for changes we made in our writing based on suggestions from others.

<p>L1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>We are learning to use conventions in our writing</p>	<p>We are looking for:</p> <ul style="list-style-type: none"> capitalized dates and names of people punctuation at the end of sentences commas in dates and to separate words in a list correct spelling for words with patterns we know or words we often use spelling of words we don't know using sounds we hear
<p>L 1.2.c, d, e</p> <p>. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 	<p>We are learning to use conventions in our writing.</p>	<p>We are looking for:</p> <ul style="list-style-type: none"> commas in dates and to separate words in a list correct spelling for words with patterns we know or words we often use spelling of words we don't know using sounds we hear
<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>We are learning to use pictures and details to describe the key ideas of a text.</p>	<p>We are looking for details in the illustrations and text that tell us more about the topic.</p>

Grade 1 Writing How to

Standard	Learning Target	Success Criteria
<p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>We are learning to gather information to answer a question about a topic.</p>	<p>We are looking for information to answer the question from:</p> <ul style="list-style-type: none"> • Experiences (what we have done before) • Sources (key words and/or short sentences taken from books or websites)
<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>We are learning to write an informational piece.</p> <p>We are learning to write an introduction.</p> <p>We are learning to write about a topic.</p> <p>We are learning to write a conclusion.</p>	<p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> • An introduction • Facts about the topic • A conclusion <p>We are looking for a beginning that names the topic.</p> <p>We are looking for facts that tell about the topic.</p> <p>We are looking for an ending that either:</p> <ul style="list-style-type: none"> • Shows emotion • Reminds the reader what they learned • Asks a question that makes the reader think more about the topic
<p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>We are learning to act on feedback in our writing.</p>	<ul style="list-style-type: none"> • We are looking for changes we made in our writing based on suggestions from others.

Grade 1 Writing Small Moments

Standard	Learning Target	Success Criteria
<p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>We are learning to act on feedback in our writing.</p>	<ul style="list-style-type: none"> • We are looking for changes we made in our writing based on suggestions from others.
<p>W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>We are learning to write a made-up story or retell something that really happened.</p> <p>We are learning to write an introduction that helps the reader know what the piece is going to be about.</p> <p>We are learning to sequence events.</p> <p>We are learning to use transitional words.</p> <p>We are learning to develop an event.</p> <p>We are learning to write conclusions.</p>	<p>We are looking for writing that includes:</p> <ul style="list-style-type: none"> • A beginning that introduces the piece • A middle that tells events in the order that they happened • A conclusion that ties the piece together <p>We are looking for a beginning that includes characters and setting and helps the reader</p> <p>We are looking for events that are in an order that makes sense.</p> <p>We are looking for words that show that the story is moving along.</p> <p>We are looking for details to tell more about what happened.</p> <p>We are looking for an ending that tells how the problem was solved, ties the piece together and satisfies the reader.</p>
<p>W1.7 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).</p>	<p>We are learning to work with others to build knowledge about a topic.</p>	<p>We are looking for a way to find information that includes:</p> <ul style="list-style-type: none"> • Asking questions about a topic • Searching for information to help answer those questions • Writing that tells about what we have learned
<p>L1.2 d, e</p>	<p>L1.2.b We are learning to use conventions</p>	<p>We are looking for: punctuation at the end</p>

<p>. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>in our writing.</p>	<p>of sentences</p>
<p>L1.5, d</p> <p>. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>L.1.5.d We are learning that words are related to each other.</p>	<p>We are looking for:</p> <ul style="list-style-type: none"> • small but important differences between words that have similar meanings (toss vs. throw vs. hurl) (whispered vs. said vs. yelled)

Grade 1 Writing Writing Reviews

Standard	Learning Target	Success Criteria
<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>	<p>We are learning to write about our opinions.</p> <p>We are learning to write an introduction.</p> <p>We are learning to write a conclusion.</p>	<p>We are looking for writing that:</p> <ul style="list-style-type: none"> • Tells what we think or feel about a topic • Gives a reason or reasons that support our thinking <p>We are learning to support our opinion. We are looking for a reason or reasons that tell why we think or feel the way we do about the topic.</p> <p>We are looking for a beginning that tells my topic and states my opinion.</p> <p>We are looking for an ending that either:</p> <ul style="list-style-type: none"> • Shows emotion • Reminds the reader of my opinion • Asks a question that makes the reader think more about the topic
<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>We are learning to use conventions in our writing.</p>	<p>We are looking for:</p> <ul style="list-style-type: none"> • capitalized dates and names of people • punctuation at the end of sentences • commas in dates and to separate words in a list • correct spelling for words with patterns we know or words we often use • spelling of words we don't know using sounds we hear
<p>W1.4</p>	<p>We are learning to act on feedback in our writing.</p>	<ul style="list-style-type: none"> • We are looking for changes we made in our writing based on suggestions from

		others
RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>We are learning to retell a story. We are learning to name the central message or lesson of a story.</p> <p>We are looking for the big idea(s) that the author wants the reader to understand about life</p>	<p>We are looking for the key details from the beginning, middle, and end of the story told in the order they happened.</p> <p>We are looking for the key details from the beginning, middle, and end of the story told in the order they happened.</p>
RL 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	We are learning to describe the characters, settings, and major events in a story.	<p>We are looking for details that tell about:</p> <ul style="list-style-type: none"> • Who is in the story (characters) • Where and/or when the story takes place (setting) • What happens in the story (events)
RL1.1 Ask and answer questions about key details in a text.	We are learning to identify key details of a text.	<p>We are looking for parts of the story that help me answer:</p> <ul style="list-style-type: none"> • Who is in the story? (characters) • Where and/or when the story takes place? (setting) • What is happening to the character? (events)