

**Brookings School District 5-1
1st Grade Writing Curriculum**

Standard:	Learning Target: ● = mastered ○ = introduced	Assessment: ● = required ○ = optional	Resources:	Report Card Terminology	Q 1	Q 2	Q 3	Q 4
Indicator 1: Students can apply the writing process to compose text.								
1.W.1.1 Students can illustrate and write text to express thoughts and ideas. – (Application)	● I can use mentor text to help me write (sample text). (1.W.1.1)	● Genre Writing ● Writing Prompt ○ Writer’s Workshop ○ Journaling	Journeys Mentor Text/Trade Books The Teacher’s Guide to the Four Blocks by Cunningham, Hall and Sigmon Professional Resources: Lucy Caulkins Writing in the Primary Grade Jill Eggleton: Linking The Language Strands Katie Woodray (author) Becky’s Book! Lester Laminack (author)					
	● I can organize information (ex. - webs, lists, drawings, simple timeline). (1.W.1.1)							
	● I can listen to and recognize a personal narrative / personal memoir. (1.W.1.1)							
	● I can tell my own story. (1.W.1.1)							
	● I can write and illustrate a personal narrative (3 sentences – beginning, middle, end). (1.W.1.1)							
	● I can listen to and recognize a nonfiction/informational text. (1.W.1.1)							
	● I can write and illustrate a nonfiction /informational text. (1.W.1.1)							
	● I can add title, pictures and labels to nonfiction/informational text. (1.W.1.1)							
	● I can listen to and respond to poetry. (1.W.1.1)							

	<ul style="list-style-type: none"> • I can observe my world to get ideas for poetry. (1.W.1.1) 	(continued from Indicator1)						
	<ul style="list-style-type: none"> ○ I can use describing words in my poem (ex. - adjectives). (1.W.1.1) 							
	<ul style="list-style-type: none"> ○ I can use line breaks to shape my poem. (1.W.1.1) 							
	<ul style="list-style-type: none"> ○ I can write and illustrate a poem. (1.W.1.1) 							
	<ul style="list-style-type: none"> • I can write a friendly letter (greeting, body, signature) 							
	<ul style="list-style-type: none"> • I can write notes, cards, thank-you notes. (1.W.1.1) 							
	<ul style="list-style-type: none"> • I can write to respond to what I read. (1.W.1.1) 							
	<ul style="list-style-type: none"> • I can write to reflect on my learning (today I learned). (1.W.1.1) 							
1.W.1.2 Students can include details in pictures and writing. – (Application)	<ul style="list-style-type: none"> ○ I can draw pictures with details. (1.W.1.2) 							
	<ul style="list-style-type: none"> ○ I can write sentences with details. (1.W.1.2) 							
Indicator 2: Students can apply Standard English conventions in their writing.								
1.W.2.1 Students can write complete sentences using capital letters and periods. – (Application)	<ul style="list-style-type: none"> ○ I can use capital letters (names, sentences, title). (1.W.2.1) 	<ul style="list-style-type: none"> • Writing Prompt • Genre Writing ○ Dictated Sentence ○ Daily Oral Language ○ Journaling 	Journeys Month by Month Phonics for First Grade by Cunningham and Hall Phonics Lessons, letters, and how they work by: Pinnell and Fountas					
	<ul style="list-style-type: none"> ○ I can capitalize the word “I.” (1.W.2.1) 							
	<ul style="list-style-type: none"> ○ I can use punctuation (period, question mark, exclamation mark). (1.W.2.1) 							
	<ul style="list-style-type: none"> ○ I can re-read my writing to make sure it makes sense, looks right and sounds right. (1.W.2.1) 							

	<ul style="list-style-type: none"> ○ I can write complete sentences with naming words (nouns) and action words (verbs). (1.W.2.1) 	(continued from Indicator 2)	Linking the Language Strands by Jill Eggleton and Jo Windsor Making Words by Cunningham and Hall Fountas and Pinnell Kit					
	<ul style="list-style-type: none"> ○ I can recognize words that mean the same (synonyms). (1.W.2.1) 							
	<ul style="list-style-type: none"> ○ I can recognize words that mean the opposite (antonyms). (1.W.2.1) 							
	<ul style="list-style-type: none"> ○ I can recognize words that sound the same but mean something different (homophone). (1.W.2.1) 							
1.W.2.2 Students can correctly spell three- and four-letter words and high-frequency words. – (Application)	<ul style="list-style-type: none"> ● I can use word families to spell new words (at / it / ake / ike). (1.W.2.2) 	<ul style="list-style-type: none"> ● Hearing Sounds and Words ● High Frequency Words 	Spelling Test Word Features 10 Minute Writing Words					
	<ul style="list-style-type: none"> ● I can break words into parts to help me spell. (1.W.2.2) 							
	<ul style="list-style-type: none"> ● I can say words slowly to help me spell. (1.W.2.2) 							
	<ul style="list-style-type: none"> ● I can spell words with a short vowel pattern. (1.W.2.2) 							
	<ul style="list-style-type: none"> ● I can spell with diagraphs and blends. (1.W.2.2) 							
	<ul style="list-style-type: none"> ● I can attempt unknown words using known parts. (1.W.2.2) 							
	<ul style="list-style-type: none"> ● I can spell high-frequency words. (1.W.2.2) 							
1.W.2.3 Students can write legibly and space words within a sentence. – (Application)	<ul style="list-style-type: none"> ● I can legibly form all capital letters. (1.W.2.3) 	<ul style="list-style-type: none"> ● Hearing Sounds and Words ● High Frequency Words 						
	<ul style="list-style-type: none"> ● I can legibly form all lowercase letters. (1.W.2.3) 	(continued on next page)						

	<ul style="list-style-type: none"> • I can write from left to right. (1.W.2.3) 	<ul style="list-style-type: none"> ○ Spelling Test ○ Word Features ○ 10 Minute Writing Words ○ Handwriting review pages ○ Random Samples 					
	<ul style="list-style-type: none"> • I can write letters in groups to form a word. (1.W.2.3) 						
	<ul style="list-style-type: none"> • I can leave finger spaces between my words in a sentence. (1.W.2.3) 						
	<ul style="list-style-type: none"> • I can write legibly in my work. (2.W.2.3) 						