

First Grade Skills, Strategies and Outcomes

District 102 Priority Standards - First Grade

During the year, a first grader will progress from simple sentences with high-frequency words to paragraphs with introductions, details, and conclusions. First graders learn how to organize and present their thoughts in writing.

Skills and Strategies Used During the Writing Process

- Follows directions, routines, and writing workshop procedures
- Focuses, listens to and discusses shared mentor texts
- Works with partner cooperatively, listens carefully, and shares information
- Recognizes the various forms and functions of writing, why writers write, and how writers and illustrators make connections with their readers
- Examines how authors use illustrations and descriptive details to re-create special places and temporal words to retell the events in sequential order
- Rereads/reflects on work to select an idea to focus on, develop, and publish
- Plans out story and considers how to use pictures and words to match thinking
- Understands what setting is and communicates a clear setting for his or her own story
- Creates an introduction that answers the four Ws: who, what, where, and when
- Creates an effective middle that includes details of what happens and uses transitions to move the story forward
- Creates a conclusion that solves a problem, resolves an issue, or teaches a lesson
- Uses dialogue to provide insight into characters
- Integrates descriptive details and temporal words when writing/drawing a story
- Rereads writing and revises as well as uses an editing checklist to ensure clarity, interest, correct spelling, capitalization, and punctuation
- Shares or presents writing to others
- Reflects on the writing that has been done and its meaning as part of his/her growth as a writer
- Sets goals for future writing pieces

How Writers Work Unit

Student Outcomes - In Grade 1, children will:

- Learn the routines, rituals, and resources of writing workshop
- Participate in collaborative conversations by sharing thoughts and ideas
- Listen to and discuss mentor texts as a reader and a writer
- Begin to think about the decisions writers make in their writing and the reasons why they make them
- Explore what inspires writers to write
- Recognize the important roles that pictures play when developing or telling a story
- Identify the various forms and functions of writing
- Recall information from experiences to answer questions and generate writing ideas
- Incorporate techniques they have learned from the mentor texts into writing
- Publish a piece of informative or narrative writing, adding details to strengthen writing as needed

How Writers Work Overview for Families

Personal Narrative Unit

Student Outcomes - In Grade 1, children will:

- Participate in shared research as they explore new books and authors
- Listen to and discuss the various mentor texts by asking and answering questions about key details of these books, which will help them to become personal narrative writers
- Engage in active learning by contributing to conversations about the themes and features of personal narratives through multiple exchanges and requesting clarification to learn more
- Recognize that personal narrative writers draw on their personal experiences and interests to generate ideas for writing
- Discover features of personal narratives and identify them at work in the literature they read
- Utilize various narrative techniques when composing their own narratives
- Consider how illustrations can complement the text and enhance meaning
- Select one story idea to focus on, develop, and publish
- Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events to tell about an event in the order that it happened, including a reaction in the end

Personal Narrative Overview for Families

Mem Fox Author Study - Narrative

Student Outcomes - In Grade 1, children will:

- Listen to and discuss a collection of Mem Fox books as readers and writers
- Name and record some common features in Fox's books, such as writing from the heart, rhythm, repetition, and character development
- Connect to the characters and experiences in Fox's stories and write about those connections
- Describe people, places, memories, and events with details through writing, drawing, and speaking
- Write narratives in which they recount a sequence of events and use temporal words to signal event order
- Try Fox's strategy of answering who, what, when, and where questions to begin their narrative
- Show as well as tell a character's feelings and actions by describing what's happening
- Use Fox's techniques to give their stories a sense of closure
- Revise the language and word choices of their stories for effect and rhythm
- Use an editing checklist to check for spelling, punctuation, and capitalization
- Publish a narrative text using Fox as their writing mentor.

Mem Fox Author Study Overview for Families

Nonfiction: All-About Books Unit

Student Outcomes - In Grade 1, children will:

- Understand how writing informative texts often begins with asking questions, which leads to research and finding answers
- Understand why and how authors communicate information to their readers
- Make connections with the books being read and ask questions about topics
- Think about and discuss how illustrations, photographs, and other visual features play a role in understanding the information being presented
- Name the function and features of nonfiction all-about books
- Participate in collaborative conversations with partners about first-grade topics and texts
- Consider various topics about which they could write an all-about book and choose one to focus on
- Generate questions that reflect what he or she wants to know in order to help him or her research more effectively
- Gather information from various sources to answer questions and teach readers about a particular topic
- Think about writing choices regarding purpose, audience, and structure

- Recognize the purpose of all-about writing and its effect on readers
- Publish a nonfiction all-about book using the stages of the writing process.

Nonfiction: All-About Books Overview for Families

Fiction (with Book Review) Writing Unit

Student Outcomes - In Grade 1, children will:

- Through reading and collaborative conversations, recognize the characteristics of the fiction genre in the literature they read, such as settings, characters with believable human emotions and traits, and plots centering on realistic problems and solutions
- Comprehend that writers of fiction draw inspiration and material from real people, places, problems, and emotions
- Determine the similarities and differences between realistic fiction and fantasy
- See how writers use humor and exaggeration to entertain us and make us think
- Write fiction texts in which they follow the narrative text structure, recounting a sequence of events with a definitive beginning, middle, and end
- Use temporal words to signal event order
- Include fiction elements: characters, setting, problems, and solutions
- Use relevant details to describe who, what, where, and when
- Publish a fiction text utilizing the writing process to focus on a story idea, draft their story, revise (adding details to strengthen their writing), edit for conventions, and prepare their piece for an intended audience

Fiction (with Book Review) Writing Overview for Families