

Curriculum Map

1st Grade Writing

TIME INTERVALS	CONTENT Major Topics	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
On-going <u>Illinois State Standards</u> 3B	ORGANIZATIONAL STRATEGIES	Students will: <ul style="list-style-type: none">begin to use a teacher-made pre-writing sheet for a story or writing assignment. (3.B.1a)use a simple editing checklist for their writing.	Modeled writing experiences Shared writing experiences Individual editing checklists	Teacher observations
On-going <u>Illinois State Standards</u> 3A 3B 3C	SENTENCES/ PARAGRAPHS	Students will: <ul style="list-style-type: none">write a complete sentence. (3.A.1)begin to write four to five sentences in a paragraph on a given topic. (3.B.1b)begin to use varied word choice to be more descriptive in their stories. (3.C.1a)	Modeled reading & writing exercises. Shared reading & writing exercises Core Reading Program Selected literature Six Trait Daily Writing Center activities	Teacher observations Classroom performance Completed assignments

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>3C</p>	<p>GENRE</p>	<p>Students will begin narrative writing by:</p> <ul style="list-style-type: none"> • writing their feelings on a topic. <i>(3.C.1a)</i> • writing about a time or event in their life such as a vacation, holiday, birthday, etc. • writing a paragraph of four to five sentences about a personal experience. <p>Students will begin expository writing by:</p> <ul style="list-style-type: none"> • writing a paragraph on a specified topic <i>(animals, sports, family, science topic, etc.) 3.C.1a</i> 	<p>Modeled reading & writing exercises.</p> <p>Shared reading & writing exercises</p> <p>Core Reading Series</p> <p>Selected literature</p> <p>Center activities</p>	<p>Teacher observations</p> <p>Completed assignments</p>

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TIME INTERVALS	CONTENT Major Topics	LEARNING OBJECTIVES Continued	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
	GENRE, continued	<p>Students will begin expository writing by:</p> <ul style="list-style-type: none">• using varied word choices to be more descriptive in their writing.• writing a "how-to" paragraph. <p>Students will begin persuasive writing by:</p> <ul style="list-style-type: none">• expressing their opinion about something, such as a product or whether a rule is good or bad.• giving one or two reasons to support their opinion. (3.C.1a)• writing a paragraph that tells their opinion and one or two simple reasons to support their opinion. <p>Students will practice their writing and share ideas through journal writing.</p>		

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On-going <u>Illinois State Standards</u> 3B	GENRE, continued	<p>Students will follow a teacher-modeled sample to write a letter. (3.B.1b)</p> <p>Students will be writing poetry by writing couplets that use rhyming words from their reading and word study.</p>	Content area projects	

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>3A</p>	<p>SENTENCE STRUCTURE</p>	<p>Students will:</p> <ul style="list-style-type: none"> • write a sentence with a minimum of 4 words. (3.A.1) • begin to understand the difference between a statement (<i>declarative</i>) and a question (<i>interrogative</i>). (3.A.1) • use a period, exclamation point or question mark for the appropriate sentence. (3.A.1) • recognize the naming part and the telling part of a sentence. (3.A.1) 	<p>Modeled reading and writing experiences</p> <p>Shared reading and writing experiences</p> <p>Daily language activities</p> <p>Editing checklists</p> <p>Selected literature</p> <p>Center activities</p>	<p>Teacher observations</p> <p>Completed assignments</p>

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>3A</p>	<p>WRITING MECHANICS</p>	<p>Students will:</p> <ul style="list-style-type: none"> • begin a sentence with a capital letter. • capitalize the pronoun "I". • capitalized proper nouns such as: <ul style="list-style-type: none"> - <i>personal names</i> - <i>personal titles (Mr., Dr.)</i> - <i>geographic names (Seneca, Illinois)</i> - <i>bodies of the universe (Earth)</i> - <i>brand names (Coke, Walmartt)</i> • begin to use a comma to separate a city and state. • being to use a comma in writing the date. • begin to use a comma when writing a teacher modeled letter. • recognize an apostrophe used in a contraction or a possessive noun. • recognize the use of an exclamation point. • use a period or question mark at the end of a sentence. • begin to use a period for simple abbreviations. (3.A.1) • use a colon to write the time. 	<p>Modeled and shared writing experiences.</p> <p>Center activities</p> <p>Daily language activities</p> <p>Selected literature</p> <p>Editing checklists</p>	<p>Teacher observations</p> <p>Classroom performance</p> <p>Completed assignments</p>

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>3A</p>	<p>PARTS OF SPEECH</p>	<p>Students will: (3.A.1)</p> <ul style="list-style-type: none"> begin to recognize common, proper, singular and plural nouns and use them in their writing. recognize the pronouns, <i>I, he, she, it, we</i> and <i>they</i> and use them in their writing. recognize action verbs. begin to recognize present and past tense. use varied adjectives in their writing. begin to use "er" and "est" to be more descriptive. 	<p>Modeled reading and writing experiences.</p> <p>Shared reading and writing experiences.</p> <p>Daily language activities</p> <p>Selected literature</p> <p>Center activities</p> <p>Core Reading Series</p>	<p>Teacher observations</p> <p>Classroom performance</p> <p>Completed assignments</p>