

FIRST GRADE

STANDARD # 1 Students will use WRITTEN and oral English appropriate for various purposes and audiences.

PERFORMANCE INDICATOR	WORK SAMPLING	PROFICIENCY TARGET	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENTS
<p>1.1 Students will be able to write expressive (author-oriented) texts, both personal and literary, that reveal self-discovery and reflection.</p>	<p>D1 Uses writing strategies to generate ideas and convey a message</p> <p>D2 Writes for different purposes and audiences</p>	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas • Support with some details and description • Organize into beginning, middle and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<ul style="list-style-type: none"> • Retell a story by drawing a series of pictures and then writing one sentence captions for each picture • Use the internet to send an e-mail to a friend • Write a personal narrative • Use a learning log or a personal journal (A) • Discuss, draw, or use a graphic organizer before writing (A) • Listen to a story and use it as a basis for writing • Write a draft focused on a single topic • Make lists and signs for projects and activities throughout the classroom • Write a "how-to" with specific step-by-step directions explaining how to make or do something • Write an opinion supported by details 	<p><i>Houghton Mifflin</i> All Teacher's Editions</p> <p><u>Practice Book</u> – selected pages for writing</p> <p>Write a Sign – Theme 1, T64</p> <p>An Animal Fact - Theme 2, T131</p> <p>A Story Map – Theme 2, T162</p> <p>Writing about Bugs – Theme 2, T193</p> <p>Compare/Contrast – Theme 5, T 54</p> <p>Planning My Description - Theme 6, T72-73</p> <p>Using Sensory Language – Theme 6, T74</p> <p>My Story Map – Theme 7, T72, T116</p> <p>My Story Planner – Theme 7, T71</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer</p> <p>Teacher checklists (A)</p>

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				<p>Learning Log - Theme 8, T63</p> <p>Map Out a Story – Theme 9, T117</p> <p>My Plan for Writing Instructions - Theme 10, T75</p> <p>Steps for My Instructions – Theme 10, T76</p> <p>Giving and Following Directions – Theme 10, T189</p> <p>Writing a Personal Narrative – Theme 10, T190</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u> Writing Assessment, Writing rubric, Strategies, pgs. 7-14 Story Map, p.33</p> <p><u>A Teacher's Guide to the Four Blocks</u></p> <p>The Writing Block – pgs. 87-121</p> <p>Language Arts Cadre</p>	

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<p>1.1b Students will be able to write expressive (author-oriented) texts, both personal and literary, that demonstrate experimentation with techniques, which could include dialogue.</p>	<p>D1 Uses writing strategies to generate ideas and convey a message</p> <p>D2 Writes for different purposes and audiences</p>	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas • Support with some details and description <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<ul style="list-style-type: none"> • Retell a story by drawing a series of pictures and then writing one sentence captions for each picture • Use the internet to send an e-mail to a friend • Write a personal narrative using speech bubbles (A) • Complete dialogue/ conversation journals • Write a play connecting to a personal experience 	<p><u>Houghton Mifflin</u> All Teacher's Editions</p> <p>Practice Book – selected pages for writing</p> <p>Independent writing – Theme 1, T31</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u></p> <p>Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p> <p><u>A Teacher's Guide to the Four Blocks</u></p> <p>The Writing Block – pgs. 87-121</p> <p>Language Arts Cadre</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>
<p>1.1c Students will be able to write expressive (author-oriented) texts, both personal and</p>	<p>D1 Uses writing strategies to generate ideas and convey a message</p>	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas 	<ul style="list-style-type: none"> • Retell a story by drawing a series of pictures and then writing one sentence captions for each picture 	<p><u>Houghton Mifflin</u> All Teacher's Editions</p> <p>Practice Book – selected pages for writing</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p>

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<p>literary, that demonstrate experimentation with appropriate modes which could include narration and description.</p>	<p>D2 Writes for different purposes and audiences</p>	<ul style="list-style-type: none"> • Make simple plans • Develop main ideas • Support with some details and description • Organize into beginning, middle and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<ul style="list-style-type: none"> • Write a personal narrative • Write a play • Write a brochure of a place you have visited • Describe the setting of a story using many details • Write a description of an object having peers guess the object • Write a postcard 	<p>Writing about Bugs – Theme 2, T193</p> <p>Write a description of an object – Theme 6 T.70-74</p> <p>Planning my description using Sensory Language – Theme 6, T. 72-74</p> <p>Write a personal narrative – Theme 10 T. 190</p> <p>Describing Words – Theme 10 T. 121, 129</p> <p>Snack Facts - Theme 10 T. 129</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u> Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p> <p><u>A Teacher's Guide to the Four Blocks</u></p> <p>Write a postcard p. 118</p> <p>Language Arts Cadre</p>	<p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>

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<p>1.2a Students will be able to write informative (subject-oriented) texts that begin to address the needs of the audience.</p>	<p>D1 Uses writing strategies to generate ideas and convey a message</p> <p>D2 Writes for different purposes and audiences</p>	<p>Students begin to demonstrate an understanding of the first step of the writing process:</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas • Support with some details and description • Organize into beginning, middle and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content:</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<ul style="list-style-type: none"> • Write a draft focused on a single topic • Use the Internet to send an informative e-mail to a friend • Write a book report • Write a research report • Complete text-based writing prompts • Write a "how-to" with specific step-by-step directions explaining how to make or do something • Write directions for traveling from one place to another 	<p><u>Houghton Mifflin</u> All Teacher's Editions</p> <p><u>Practice Book</u> – selected pages for writing</p> <p>Write a draft focusing on a single item – Theme 6 T.72-73</p> <p>Book Report – Theme 8 T.116-117</p> <p>Research Report – Theme 8 T. 70-77</p> <p>Write a recipe – Theme 10 T. 75-76,</p> <p>Steps for giving and following directions – Theme 10 T.189</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u></p> <p>Writing Assessment, Writing rubric,</p> <p>Strategies, pgs. 7-14 Research Report Help pgs. 54-55</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>

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				<p><u>A Teacher's Guide to the Four Blocks</u></p> <p>Writing a letter pgs. 106-109</p> <p>Writing a Report pgs. 110-112</p> <p>Writing a Summary pgs. 119-120</p> <p><u>Graphic Organizers</u></p> <p>Writing Directions (A) Map It Out (A)</p> <p>Language Arts Cadre</p>	
<p>1.2b Students will be able to write informative (subject-oriented) texts that exhibit appropriate modes which could include description, narration, classification, simple process analysis, and simple definition.</p>	<p>D1 Uses writing strategies to generate ideas and convey a message</p>	<p>Students begin to demonstrate an understanding of the first step of the writing process:</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas <ul style="list-style-type: none"> • Support with some details and description • Organize into beginning, 	<ul style="list-style-type: none"> • Define and write simple definitions to clarify terms used (organisms, solid, liquid, map key) • Write a chart classifying between objects (ex. Solids and liquids) • Use a learning log 	<p><u>Houghton Mifflin</u> All Teacher's Editions</p> <p><u>Practice Book</u> – selected pages for writing</p> <p>Classifying – Theme 3, T150-151</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u> Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>

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	D2 Writes for different purposes and audiences	<p style="text-align: center;">middle and end</p> <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 		<p><u><i>A Teacher's Guide to the Four Blocks</i></u></p> <p>The Writing Block pgs. 87-121</p> <p><u>Graphic Organizers</u> Charts for Classifying:</p> <ul style="list-style-type: none"> • Using a Matrix (A) • Sort and Classify (A) • Observation Diary (A) • Interview Guide (A) <p>Language Arts Cadre</p>	
1.2c Students will be able to write informative (subject-oriented) texts that conform to the appropriate formats, which could include letters, summaries, messages, and reports.	D1 Uses writing strategies to generate ideas and convey a message	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas • Support with some details and description • Organize into beginning, middle and end 	<ul style="list-style-type: none"> • Use a research report planner to write a research report • Use a book report planner to write a book report • Write a letter using appropriate format • Write a message • Write an invitation • Write a Thank You note • Write a postcard 	<p><u><i>Houghton Mifflin</i></u> All Teacher's Editions</p> <p><u>Practice Book</u> – selected pages for writing</p> <p>Writing a message – Theme 7, T127</p> <p>Writing an Invitation – Theme 7, T185</p> <p>Writing a Research Report – Theme 8, T70-77</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>

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	D2 Writes for different purposes and audiences	<p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 		<p>Writing a Book Report Theme 8, T116 Theme 10, T65</p> <p>Writing a letter – Theme 9, T70-77</p> <p>Writing a Thank You note - Theme 10, T183</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u> Writing Assessment, Writing rubric, Strategies, pgs. 7-14 Research Report pgs. 54-55</p> <p><u>A Teacher's Guide to the Four Blocks</u></p> <p>The Writing Block pgs. 87-121</p> <p>Language Arts Cadre</p>	
1.3a Students will be able to write argumentative and persuasive (audience-oriented) texts that begin to consider	D1 Uses writing strategies to generate ideas and convey a message	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans 	<ul style="list-style-type: none"> • Write an opinion to persuade others • Create signs to persuade others (Save the Earth, Protect the Animals) • Write a persuasive letter 	<p><u>Houghton Mifflin</u> All Teacher's Editions</p> <p><u>Practice Book</u> – selected pages for writing</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p>

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<p>the needs of the audience.</p>	<p>D2 Writes for different purposes and audiences</p>	<ul style="list-style-type: none"> • Develop main ideas • Support with some details and description • Organize into beginning, middle and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<ul style="list-style-type: none"> • Write an opinionated response to a story 	<p>Writing a sign – Theme 1, T64</p> <p>Writing a persuasive letter – Theme 3, T99 Theme 6, T41, 63</p> <p>Writing an opinionated response Theme 7, T39 Theme 9, T63</p> <p><u>35 Rubrics & Checklists To Assess Reading and Writing</u> Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p> <p><u>A Teacher's Guide to the Four Blocks</u> The Writing Block – pp 87-121</p> <p>Language Arts Cadre</p>	<p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>
<p>1.3b Students will be able to write argumentative and persuasive (audience-oriented) texts that communicate a clear-cut position on an issue.</p>	<p>D1 Uses writing strategies to generate ideas and convey a message</p>	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans 	<ul style="list-style-type: none"> • Write an opinion that begins to persuade others • Write a letter to a principal or local Representative to support a position 	<p><u>Houghton Mifflin</u> All Teacher's Editions</p> <p><u>Practice Book</u> – selected pages for writing</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p>

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	D2 Writes for different purposes and audiences	<ul style="list-style-type: none"> • Develop main ideas • Support with some details and description • Organize into beginning, middle, and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 		<p>Writing a letter – Theme 9, T70-77</p> <p><u><i>35 Rubrics & Checklists To Assess Reading and Writing</i></u></p> <p>Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p> <p><u><i>A Teacher's Guide to the Four Blocks</i></u></p> <p>The Writing Block pgs. 87-121</p> <p>Language Arts Cadre</p>	<p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>
1.3c Students will be able to write argumentative and persuasive (audience-oriented) texts that support the position with relevant information , which	D1 Uses writing strategies to generate ideas and convey a message	<p>Students begin to demonstrate an understanding of the first step of the writing process.</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas 	<ul style="list-style-type: none"> • Write an opinion supported by details to persuade others • Write a letter to a principal or local representative to support a position • Write an opinion on an issue that is connected to a personal experience 	<p><u><i>Houghton Mifflin</i></u> All Teacher's Editions</p> <p><u><i>Practice Book</i></u> – selected pages for writing</p> <p>Writing a letter – Theme 9, T70-77</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p>

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could include personal opinions and examples.	D2 Writes for different purposes and audiences	<ul style="list-style-type: none"> • Support with some details and description • Organize into beginning, middle and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<p>supported by details (Should the principal take away recess? Should the cafeteria stop serving pizza for lunch?)</p>	<p><u><i>35 Rubrics & Checklists To Assess Reading and Writing</i></u></p> <p>Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p> <p><u><i>A Teacher's Guide to the Four Blocks</i></u></p> <p>The Writing Block – pgs. 87-121</p> <p>Language Arts Cadre</p>	Teacher checklists (A)
1.3d Students will be able to write argumentative and persuasive (audience-oriented) texts that exhibit evidence of reasoning .	D1 Uses writing strategies to generate ideas and convey a message	<p>Students begin to demonstrate an understanding of the first step of the writing process:</p> <ul style="list-style-type: none"> • Generate ideas • Make simple plans • Develop main ideas • Support with some details and descriptions 	<ul style="list-style-type: none"> • Write an opinion supported by relevant details to persuade others • Write a letter to a principal or local representative to support a position • Write an opinion on an issue that is connected to a personal experience 	<p><u><i>Houghton Mifflin All Teacher's Editions</i></u></p> <p><u><i>Practice Book</i></u> – selected pages for writing</p> <p>Writing a letter – Theme 9, T70-77</p> <p>Compare and Contrast using a</p>	<p>Anecdotal records</p> <p>Delaware State Writing Rubric (A)</p> <p>Student writing samples (A)</p> <p>Completed graphic organizer (A)</p> <p>Teacher checklists (A)</p>

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	D2 Writes for different purposes and audiences	<ul style="list-style-type: none"> • Organize into beginning, middle and end <p>Students have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content:</p> <ul style="list-style-type: none"> • Describe events • Express opinions • Tell stories • Respond to literature 	<p>supported by details (Should the principal take away recess? Should the cafeteria stop serving pizza for lunch?)</p> <ul style="list-style-type: none"> • Compare and contrast two characters in a story and tell why one is your favorite. • Write why you would or would not recommend a book to a friend 	<p>Venn Diagram – Theme 9, T177</p> <p>Recommending a book – Theme 9, T63</p> <p><u><i>35 Rubrics & Checklists To Assess Reading and Writing</i></u></p> <p>Writing Assessment, Writing rubric, Strategies, pgs. 7-14</p> <p><u><i>A Teacher's Guide to the Four Blocks</i></u></p> <p>The Writing Block – pp 87-121</p> <p>Language Arts Cadre</p>	