

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 1

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 1

Strand: Writing Text Types and Purpose 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. I	I can write about the books I read.	Evaluation	Story Topic Write
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Colorado SS: W.1 1. Use pictures or graphic organizers to plan writing			
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Strand: Writing Production and Distribution of Writing 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. I	I can revise and edit my writing.	Evaluation	
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Colorado SS: W.5 1. Use pictures or graphic organizers to plan writing			
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Student Expectation			
<p>Strand: Writing Research to Build and Present Knowledge 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). I</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. I</p>	<p>I can help my class research. I can help my class write.</p> <p>I can remember what I have been taught to answer a question.</p>	<p>Application</p> <p>Comprehension</p>	

Colorado SS: W.7, W.8

1. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)
2. Evaluate information for clarity and accuracy
3. Write or dictate questions for inquiry that arise during instruction
4. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
5. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

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<p>Strand: Language Standards Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. I</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word. I</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. I</p> <p>b. Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes). I</p> <p>c. Identify real-life connections between words and their use (e.g. note places at home that are cozy). I</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. I</p>	<p>I can read words that have many meanings.</p> <p>I can use context clues to find the meaning of a word.</p> <p>I can use the beginnings and endings of words to help me figure out what a new word means.</p> <p>I can sort words into groups.</p> <p>I can tell why words belong in categories.</p> <p>I can tell how words are used in real life.</p> <p>I can tell the difference between similar verbs.</p>	<p>Application</p> <p>Application Analysis Evaluation Comprehension</p>	<p>Adjective Change Connection Group Meaning Sort Verb</p>
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<p>Colorado SS: L.4a – L.4b, L.5a – L.5d</p> <p>1. Write complete simple sentences</p> <p>i-Ready lessons (4a): Building Word Knowledge: 1-20; Multiple-Meaning Words</p> <p>i-Ready lesson (4b): Prefixes and Suffixes</p> <p>i-Ready lesson (5a and 5b): Categorizing Words</p>
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RESOURCES AND NOTES FOR QUARTER 1:

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 2

Strand: Writing Text Types and Purpose 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. C 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. I	I can write about the books I read. I can write to tell a story.	Evaluation Application	Closure Details Event order Narrative Sequenced events Story Topic Transitions Write
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Colorado SS: W.1, W.3 1. Use pictures or graphic organizers to plan writing			
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Strand: Writing Production and Distribution of Writing 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. C	I can revise and edit my writing.	Evaluation	
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Colorado SS: W.5 1. Use pictures or graphic organizers to plan writing			
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<p>Strand: Writing Research to Build and Present Knowledge 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. I</p> <p>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). C</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. C</p>	<p>I can publish my writing.</p> <p>I can help my class research. I can help my class write.</p> <p>I can remember what I have been taught to answer a question.</p>	<p>Evaluation</p> <p>Application</p> <p>Comprehension</p>	
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<p>Colorado SS: W.6, W.7, W.8</p> <ol style="list-style-type: none"> 1. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?) 2. Evaluate information for clarity and accuracy 3. Write or dictate questions for inquiry that arise during instruction 4. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry 5. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information
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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Standards Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper and lowercase letters. C</p> <p>b. Use common, proper, and possessive nouns. C</p> <p>c. Use singular and plural nouns with matching verbs and basic sentences (e.g. He hops: We hop). C</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, there; anyone, everything). C</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people. C</p> <p>b. Use end punctuation for sentences. C</p> <p>c. Use commas in dates and to separate single words in a series. C</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. C</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness, and spelling conventions. C</p>	<p>I can use words and phrases that I learn through listening and reading.</p> <p>I can print all upper and lowercase letters.</p> <p>I can use different kinds of nouns. (common, proper, and possessive)</p> <p>I can use nouns with their matching verbs.</p> <p>I can use pronouns.</p> <p>I can capitalize dates and names of people.</p> <p>I will use end punctuation for sentences.</p> <p>I can use commas.</p> <p>I can spell first grade words correctly.</p> <p>I can spell family words.</p> <p>I can spell sight words.</p>	<p>Knowledge Comprehension</p> <p>Application Application</p> <p>Application</p> <p>Application</p> <p>Application Application Application</p> <p>Application Knowledge</p> <p>Knowledge</p>	<p>Capitalize Comma Common noun Grammar Phrase Possessive noun Pronouns Proper noun Punctuation Word family</p>
<p>Colorado SS: L.1a – L.1d, L.2a – L.2e</p> <p>1. Write complete simple sentences</p>			

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RESOURCES AND NOTES FOR QUARTER 2:

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SUBJECT: Writing

GRADE: 1

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 3

<p>Strand: Writing Text Types and Purpose 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. C</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. I</p> <p>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. M</p>	<p>I can write about the books I read.</p> <p>I can write to teach.</p> <p>I can write to tell a story.</p>	<p>Evaluation</p> <p>Application</p> <p>Application</p>	<p>Closure Details Event order Explanatory text Fact Informative text Narrative Sequenced events Story Topic Transitions Write</p>
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Colorado SS: W.1, W.2, W.3

1. Use pictures or graphic organizers to plan writing

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Student Expectation			
<p>Strand: Writing Production and Distribution of Writing 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. C</p>	<p>I can revise and edit my writing.</p>	<p>Evaluation</p>	
<p>Colorado SS: W.5</p>			
<p>Strand: Writing Research to Build and Present Knowledge 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. C</p> <p>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). C</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. C</p>	<p>I can publish my writing.</p> <p>I can help my class research. I can help my class write.</p> <p>I can remember what I have been taught to answer a question.</p>	<p>Evaluation</p> <p>Application</p> <p>Comprehension</p>	
<p>Colorado SS: W.6, W.7, W.8</p> <p>1. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?) 2. Evaluate information for clarity and accuracy 3. Write or dictate questions for inquiry that arise during instruction 4. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry 5. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information</p>			

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Student Expectation			
<p>Strand: Language Standards Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs and basic sentences (e.g. He hops: We hop). C</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, there; anyone, everything). C</p> <p>e. 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). I</p> <p>f. Use frequently occurring adjectives. I</p> <p>g. Use frequently occurring conjunctions (e.g. and, but, or, so, because). I</p> <p>h. Use determiners (e.g. articles, demonstratives). I</p> <p>i. Use frequently occurring prepositions (e.g. during, beyond, toward). I</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. I</p>	<p>I can use words and phrases that I learn through listening and reading.</p> <p>I can print all upper and lowercase letters.</p> <p>I can use different kinds of nouns. (common, proper, and possessive)</p> <p>I can use nouns with their matching verbs.</p> <p>I can use pronouns.</p> <p>I can use verbs to show past, present, and future.</p> <p>I can use adjectives. (describing words)</p> <p>I can use conjunctions. (connecting words)</p> <p>I can use determiners. (identifying words-a, an, the, some, many, each)</p> <p>I can use prepositions (position words)</p> <p>I can use various types of sentences.</p>	<p>Knowledge Comprehension Application Synthesis</p>	<p>Capitalize Comma Common noun Grammar Phrase Possessive noun Pronouns Proper noun Punctuation Word family</p>

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Student Expectation			
<p>Strand: Language Standards Conventions of Standard English (continued) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people. C b. Use end punctuation for sentences. C c. Use commas in dates and to separate single words in a series. C d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. C e. Spell untaught words phonetically, drawing on phonemic awareness, and spelling conventions. C</p>	<p>I can capitalize dates and names of people. I will use end punctuation for sentences. I can use commas.</p> <p>I can spell first grade words correctly.</p> <p>I can spell word family words. I can spell sight words.</p>	<p>Application Knowledge</p>	
<p>Colorado SS: L.1a – L.1j, L.2a – L.2e 1. Write complete simple sentences</p>			

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RESOURCES AND NOTES FOR QUARTER 3:

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 4

<p>Strand: Writing Text Types and Purpose 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. M</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. M</p>	<p>I can write about the books I read.</p> <p>I can write to teach.</p>	<p>Evaluation</p> <p>Application</p>	<p>Closure Details Event order Explanatory text Fact Informative text Narrative Sequenced events Story Topic Transitions Write</p>
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Colorado SS: W.1, W.2

1. Use pictures or graphic organizers to plan writing

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<p>Strand: Writing Production and Distribution of Writing 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. M</p>	<p>I can revise and edit my writing.</p>	<p>Evaluation</p>	
<p>Colorado SS: W.5</p>			
<p>Strand: Writing Research to Build and Present Knowledge 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. M</p> <p>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). M</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. M</p>	<p>I can publish my writing.</p> <p>I can help my class research. I can help my class write.</p> <p>I can remember what I have been taught to answer a question.</p>	<p>Evaluation</p> <p>Application</p> <p>Comprehension</p>	
<p>Colorado SS: W.6, W.7, W.8</p> <p>1. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?) 2. Evaluate information for clarity and accuracy 3. Write or dictate questions for inquiry that arise during instruction 4. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry 5. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information</p>			

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Student Expectation			
<p>Strand: Language Standards Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper and lowercase letters. M</p> <p>b. Use common, proper, and possessive nouns. M</p> <p>c. Use singular and plural nouns with matching verbs and basic sentences (e.g. He hops: We hop). M</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, there; anyone, everything). M</p> <p>e. 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). M</p> <p>f. Use frequently occurring adjectives. M</p> <p>g. Use frequently occurring conjunctions (e.g. and, but, or, so, because). M</p> <p>h. Use determiners (e.g. articles, demonstratives). M</p> <p>i. Use frequently occurring prepositions (e.g. during, beyond, toward). M</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. M</p>	<p>I can use words and phrases that I learn through listening and reading.</p> <p>I can print all upper and lowercase letters.</p> <p>I can use different kinds of nouns. (common, proper, and possessive)</p> <p>I can use nouns with their matching verbs.</p> <p>I can use pronouns.</p> <p>I can use verbs to show past, present, and future.</p> <p>I can use adjectives. (describing words)</p> <p>I can use conjunctions. (connecting words)</p> <p>I can use determiners. (identifying words-a, an, the, some, many, each)</p> <p>I can use prepositions. (position words)</p> <p>I can use various types of sentences.</p>	<p>Knowledge Comprehension Application Synthesis</p>	<p>Capitalize Comma Common noun Grammar Phrase Possessive noun Pronouns Proper noun Punctuation Word family</p>

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Standards Conventions of Standard English (continued) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people. M b. Use end punctuation for sentences. M c. Use commas in dates and to separate single words in a series. M d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. M e. Spell untaught words phonetically, drawing on phonemic awareness, and spelling conventions. M</p>	<p>I can capitalize dates and names of people. I will use end punctuation for sentences. I can use commas.</p> <p>I can spell first grade words correctly.</p> <p>I can spell word family words. I can spell sight words.</p>	<p>Application Synthesis Knowledge</p>	
<p>Colorado SS: L.1a – L.1j, L.2a – L.2e 1. Write complete simple sentences</p>			

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RESOURCES AND NOTES FOR QUARTER 4: