

Highland Park First Grade Reading Curriculum

Standard Title: Writing

***Course Information:***

***Course: First Grade Reading***

***Length: One Year - 90 minutes per day***

***Brief Basic Description:*** Writing at the first-grade level focuses on strengthening writing skills while participating in writing projects, using a variety of sources. Students will develop skills in writing opinion, informative, and narrative pieces.

**ESSENTIAL UNDERSTANDING:**

***First Grade Writing Curriculum is Designed to:***

\*Write opinion pieces by introducing their topic, give an opinion, supply a reason for their opinion, and give closure to their writing piece.

\*Write informative/explanatory pieces by introducing their topic, give facts, and give closure to their writing piece.

\*Write narratives by introducing a topic, provide two or more sequence of steps, including some details, giving temporal words to signal event order, and give closure to their writing piece.

\*Participate in shared research and writing projects, explore a variety of sources, and use their own personal experiences to produce writing pieces.

**Course Objectives and Expectations:**

1. Write opinion pieces that include an opinion and the reason for the opinion.
2. Write informative pieces that name a topic, supply facts, and provide closure.
3. Write narratives about two or more events in the correct order, include details.

**Student Objectives:**

\*I can give my opinion and information about a topic in my writing.

\*I can write a story.

\*With help and suggestions from my classmates, I can revise my writing.

\*With help, I can use my tools to publish a writing.

\*I can research and write about a topic with my classmates.

\*I can use a variety of resources to answer a question.

**Pacing:**

<b>Writing</b> <i>Trimester One</i> <i>Six Weeks</i>	<b>W.1.3</b>	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.
	<b>W.1.5</b>	With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

<b>Trimester Two</b> <i>Twelve Weeks</i>	<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American History.
<b>Trimester Two</b> <i>Six Weeks</i>	<b>W.1.1</b>	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.

<b>Trimester Three</b> <i>Twelve Weeks</i>	<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	<b>W.1.7</b>	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). Include sources by and about American History.
<b>Trimester Three</b> <i>Six Weeks</i>	<b>W.1.2</b>	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.

***Once standard has been introduced during a specific trimester, standard continues to be practiced, with a goal that students will apply a greater depth of knowledge by the end of trimester three.***

**Timeline:**

Trimester 1 - 12 weeks

Trimester 2 - 12 weeks

Trimester 3 - 12 weeks

**Montana Content Standards:**

**Writing**

W.1.1- 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.

W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3-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.

W.1.4 (begins in grade 3)

W.1.5 With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 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). Include sources by and about American History.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American History.

W.1.9 (begins in grade 4)

W.1.10 (begins in grade 3)

**Resources:**

\*Montana Content Standards

\*Reading Street Reading Series

\*Highland Park First Grade Reading Matrix

\*Havre Public Schools K-5 Standards Based Report Card Parent Handbook