



# CAMP HILL SCHOOL DISTRICT

## First Grade: **Writing Standards**

### COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Text Types and Purposes

#### **BIG IDEAS:**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>Essential Questions</b>	<b>CC Focus for Instruction</b>	<b>Planned Learning Experiences/ Instructional Strategies</b>	<b>Assessments</b>	<b>Resources</b>
How can we show the audience how we feel about a topic or book?	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.	1, 2, 3. Demonstration- Modeling Kidwriting mini-lessons, Read alouds, graphic organizer Shared Demonstration - Shared writings, Interactive writing, Think alouds, graphic organizers	1. Reading Response Journals	1. Reading Response Journals, Texts, four square
How can we explain a topic using facts?	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Group discussions, Class charts Guided Practice - Kidwriting Listening Center response papers, group writings, group discussions Independent Practice – Kidwriting journals, homework, Class response sheets, writing response activities, partner activities	2. Science and Social Studies retellings (informational pieces) (i.e. Endangered animal paragraph and Festive Holiday paragraph)	2. four square, brain pop, discovery ed., informational texts, scholastic books, STC organisms kit
How can we use sequence and details to tell about an event?	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.		3. Narrative writing prompt, published pieces	3. Four square, Writing rubric, brain pop, how to flow chart



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Writing Standards**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Production and Distribution of Writing

**BIG IDEAS:**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How can details make writing more interesting?</p> <p>How can technology be used to produce and publish writing?</p>	<p>4. (Begins in grade 3)</p> <p>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.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>5. Demonstration- Modeling Kidwriting mini-lessons, Read alouds, graphic organizer            Shared Demonstration - Shared writings, Interactive writing, Think alouds, graphic organizers, Shared Reading, Group discussions, Class charts            Guided Practice - Kidwriting            Listening Center response papers, group writings, group discussions            Independent Practice – Kidwriting journals, homework, Class response sheets, writing response activities, partner activities, peer conferencing</p> <p>6. Shared Demonstration – adult modeling of utilizing various technology resources.</p>	<p>5. Narrative writing prompt, four square, published pieces, writing journals</p> <p>6. Reports (i.e. endangered animal and Native American), recording stories on the computer,</p>	<p>5. Detail four square, rubric, writing journals, visual detail strip</p> <p>6. Internet, brain pop, discovery ed., photo booth, word processing program</p>



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Writing Standards**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Research to Build and Present Knowledge

**BIG IDEAS:**

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>Essential Questions</b>	<b>CC Focus for Instruction</b>	<b>Planned Learning Experiences/ Instructional Strategies</b>	<b>Assessments</b>	<b>Resources</b>
How can research be used in writing?  How can personal connections be included in writing?	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).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  9. <b>(Begins in grade 4).</b>	7, 8. Demonstration- Modeling writing mini-lessons, Read alouds, graphic organizer Shared Demonstration - Shared writings, Interactive writing, Think alouds, graphic organizers, Shared Reading, Group discussions, Class charts Guided Practice - kidwriting Listening Center response papers, group writings, group discussions Independent Practice – kidwriting journals, Class response sheets, writing response activities, partner activities, pair and share	7. Repots (i.e. endangered animal and Native Americans)  8. Reading response journals, writing pieces, writing journals, first grade memory book	7. Internet, brain pop, discovery ed., informational books  8. Books, journals, photos



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Writing Standards**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Range of Writing

**BIG IDEAS:**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>Essential Questions</b>	<b>CC Focus for Instruction</b>	<b>Planned Learning Experiences/ Instructional Strategies</b>	<b>Assessments</b>	<b>Resources</b>
	10. (Begins in grade 3).			



# CAMP HILL SCHOOL DISTRICT

## First Grade: **Language Standards**

### COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Conventions of Standard English

#### BIG IDEAS:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>Essential Questions</b>	<b>CC Focus for Instruction</b>	<b>Planned Learning Experiences/ Instructional Strategies</b>	<b>Assessments</b>	<b>Resources</b>
<p>What does correct writing look and sound like?</p> <p>What does correct speaking sound like?</p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>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).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>	<p>1,2. Demonstration- Modeling, Kidwriting mini-lessons, large group lessons, read alouds, graphic organizer</p> <p>Shared Demonstration – large group lessons, shared writings, interactive writing, think alouds, graphic organizers, shared reading, group discussions, class charts</p> <p>Guided Practice – kidwriting Workshop activities, literacy centers, guided reading, group writings, group discussions</p> <p>Independent Practice – kidwriting journals, workshop activities, literacy centers, homework, Class response sheets, writing response activities, partner activities, peer conferencing</p>	<p>1-2. Daily language practice, dictated sentence, writing pieces, reading and writing journals,</p> <ol style="list-style-type: none"> <li>1. Informal daily conversations</li> <li>2. Developmental spelling assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. DLR, dictated sentence, writing rubric, journals</li> <li>2. Monster test</li> </ol>



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Language Standards**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Knowledge of Language

**BIG IDEAS:**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<b>Essential Questions</b>	<b>CC Focus for Instruction</b>	<b>Planned Learning Experiences/ Instructional Strategies</b>	<b>Assessments</b>	<b>Resources</b>
	3. (Begins in grade 2)			



# CAMP HILL SCHOOL DISTRICT

## First Grade: Language Standards

### COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Vocabulary Acquisition and Use

#### BIG IDEAS:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How do the words I already know help me to understand new words?</p> <p>How are word meanings the same?</p> <p>How are word meanings different?</p> <p>How can I use words that I've already heard to make my own speaking and writing more interesting?</p>	<p><b>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.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b></p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</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).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</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.</p> <p><b>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b></p>	<p>4,5,6. Demonstration- Modeling, Kidwriting mini-lessons, large group lessons, read alouds, graphic organizer</p> <p>Shared Demonstration - shared writings, interactive writing, think alouds, graphic organizers, shared reading, group discussions, class charts</p> <p>Guided Practice – guided reading, kidwriting, workshop activities, literacy centers, group writings, group discussions</p> <p>Independent Practice – kidwriting journals, workshop activities, literacy centers, homework, Class response sheets, writing response activities, partner activities</p>	<p>4. writing pieces, journals, DRA</p> <p>5. concept word sorts, venn-diagram, concept sorts</p> <p>6. Informal daily conversations, writing pieces, journals</p>	<p>4. DRA, writing rubric, journals</p> <p>5. Graphic organizers</p> <p>6. Writing Rubric, journals</p>

