

Simpson Elementary School Curriculum Prioritization and Mapping
Writing ~ 1st Grade

Timeline	Topic	Priority	Standard	Learning Targets
Unit 1 - Week 3			5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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 can sort words into groups like the groups shown. I can define words by group and by their attributes.
Unit 1 - Week 4			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). c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	I can define words by group and by their attributes. I can identify base words and their ending.
Unit 1 - Week 5			8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can recall background information to answer a question.
Unit 1 - Week 6			b. Use end punctuation for sentences.	I can use punctuation at the end of sentences.
Unit 2 - Week 4			h. Use determiners (e.g., articles, demonstratives).	I can use determiners correctly in sentences. (the, and, my, some, both)
Unit 2 - Week 5			b. Use common, proper, and possessive nouns.	I can use common nouns correctly in sentences. I can use proper nouns correctly in a sentence. I can use possessive nouns in a sentence.
Unit 2 - Week 6			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	I can capitalize dates and names of people.
Unit 2 - Week 6			a. Print all upper- and lowercase letters.	I can print upper- and lowercase letters.
Unit 2 - Week 6			2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I can write to tell and explain a topic with facts and an ending.
Unit 3 - Week 1			1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	I can use singular and plural nouns with a matching verb in a sentence.
Unit 3 - Week 2			6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer or Ipad to produce and publish writing.

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Unit 3 - Week 3		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 can use verbs in present, past and future tense.
Unit 3 - Week 4		c. Use commas in dates and to separate single words in a series.	I can use commas in dates. I can use commas to separate words in a series.
Unit 3 - Week 5		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 can participate in group research and writing projects.
Unit 3 - Week 5		i. Use frequently occurring prepositions (e.g., during, beyond, toward).	I can use prepositions in sentences. (during, beyond, toward)
Unit 4 - Week 1-6		f. Use frequently occurring adjectives.	I can use adjectives in sentences.
Unit 4 - Week 3		g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	I can use conjunctions in sentences. (and, but, or, so, because)
Unit 4 - Week 4		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).	I can use words and phrases from past experiences to show relationships.
Unit 4 - Week 5		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 can focus on a topic and respond to questions with a partner.
Unit 4 - Week 6		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 can write a narrative with two or more events, add details and include an ending.
Unit 5 - Week 1		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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	I can use context clues to know the meaning of a word.
Unit 5 - Week 2			
Unit 5 - Week 3		b. Use frequently occurring affixes as a clue to the meaning of a word.	I can use affixes to find the meaning of a word. (prefix, suffix)

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Unit 5 - Week 4		j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can produce and expand complete simple sentences. I can produce and expand compound declarative sentences. I can produce and expand interrogative sentences. I can produce and expand imperative sentences. I can produce and expand exclamatory sentences.
Unit 5 - Week 5		d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	I can use pronouns in sentences. (I, me, they, anyone)
Unit 5 - Week 6		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 can distinguish synonyms by defining, choosing them or acting out the meanings.
Unit 5 - Week 6		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 can write an opinion piece, stating the topic with a reason to support it and provide an ending.
Ongoing			
		2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	I can use regular spelling to spell words with common spelling patterns. I can use regular spelling to spell irregular words.
		2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	I can spell words phonetically.
		5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	I can identify real-life connections between words and their use.