

**BRSU Writing Curriculum
Writing Genres**

FIRST GRADE

PART I	Reading and Writing Connections: <i>Response to Literature, Literary Elements and Devices, and Responding to Text.</i>
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I* **RESPONSE TO LITERARY AND INFORMATIONAL TEXT:** *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author’s craft, or other elements within a piece of literature or informational text.*
Lit.

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> ● Include name of author and title of text. ● Write a clear focus/controlling idea. ● Respond directly to the text and include a relevant connection to broader ideas (text to text, text to self, text to world). 	
Organization	<ul style="list-style-type: none"> ● Include introduction, body and conclusion. ● Use consistent organization. ● Use some transitions. 	
Details	<ul style="list-style-type: none"> ● Use evidence from the text to support the focus. 	
Voice/Tone	<ul style="list-style-type: none"> ● Use appropriate vocabulary, sentence variety and/or structure. 	

GEs addressed: W1:5, W1:6, W1:7

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PART II Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i>
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I* **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> • • Include relevant background information. • State and maintain a clear focus. 	
Organization	<ul style="list-style-type: none"> • Provide clear, consistent, coherence and organization. • Provide introduction, body and conclusion that support the focus. • Use some transitions. 	
Details	<ul style="list-style-type: none"> • Provide some supporting information. • Provide details that support the focus. • Elaborate appropriate to grade level. 	
Voice/Tone	<ul style="list-style-type: none"> • Use voice of a person who desires to convey gathered information. • Use appropriate vocabulary, sentence structure and/or variety. 	

GEs addressed: W1:8, W1:9, W1:10

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PART III **Expressive Writing: *Narrative, Personal/Reflective Essay, and Poetry.***

G **NARRATIVE: Writing that tells a story with a problem/conflict and solution/resolution.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> • Establish adequate context. • Identify characters. • Maintain clear topic and focus around story line. 	
Organization	<ul style="list-style-type: none"> • Organize writing to include beginning, middle, and end, but beginning and/or end may need work. • Use transitions. 	
Details	<ul style="list-style-type: none"> • Begin to use details to create images. 	
Voice/Tone	<ul style="list-style-type: none"> • Use appropriate vocabulary. 	

GEs addressed: W1:11, W1:12

G **POETRY & LITERARY ELEMENTS AND DEVICES**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose	<ul style="list-style-type: none"> • Establish a clear topic or focus 	
Effective Language	<ul style="list-style-type: none"> • Use simple images and forms to describe (e.g. concrete poems, shape poems, rhymes). 	

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GEs addressed: W2:18, W2:1