

**Alignment of the Writing Standards
Primary Literacy Standards and Sunshine State Standards
First Grade**

Primary Literacy Standards: Performance Standards					Sunshine State Standards: Content Standards
LA.	1.	1.	1.	1.	<p>Strand 3: Writing Process</p> <p>Pre-Writing Standard LA.1.3.1: The student will use prewriting strategies to generate ideas and formulate a plan.</p> <p>Drafting Standard LA.1.3.2: The student will write a draft appropriate to the topic, audience, and purpose.</p> <p>Revising Standard LA.1.3.3: The student will revise and refine the draft for clarity and effectiveness.</p> <p>Editing for Language Conventions Standard LA.1.3.4: The student will edit and correct the draft for standard language conventions.</p> <p>Publishing Standard LA.1.3.5: The student will write a final product for the intended audience.</p> <p>Strand 4: Writing Applications</p> <p>Creative Standard LA.1.4.1: The student develops and demonstrates creative writing.</p> <p>Informative Standard LA.1.4.2: The student develops and demonstrates informative writing that provides information related to real-world tasks.</p> <p>Persuasive Standard LA.1.4.3: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</p> <p>Strand 5: Communication</p> <p>Penmanship Standard LA.1.5.1: The student engages in the writing process and writes to communicate ideas and experiences.</p> <p>Listening and Speaking Standard LA.1.5.2: The student effectively applies listening and speaking strategies.</p>
Subject	Grade	Strand	Standard	Benchmark	

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	<p>Strand 6: Information and Media Literacy</p> <p>Informational Text Standard LA.1.6.1: The student comprehends the wide array of informational text that is part of our day to day experience.</p> <p>Research Process Standard LA.1.6.2: The student uses a systematic process for the collection, processing, and presentation of information.</p> <p>Media Literacy Standard LA.1.6.3: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</p> <p>Technology Standard LA.1.6.4: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.</p>
Primary Literacy Standards	Sunshine State Standards/Benchmarks
<p>Writing Standard 1: Habits and Processes</p> <ul style="list-style-type: none"> ▪ Write daily ▪ Generate topics and content for writing ▪ Reread their work often with the expectation that others will be able to read it ▪ Solicit and provide responses to writing ▪ Revise, edit and proofread as appropriate ▪ Apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work) ▪ Polish at least 10 pieces throughout the year 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.1.1 Prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities). ▪ LA.1.3.1.2 Prewrite by discussing the purpose for a writing piece. ▪ LA.1.3.1.3 Prewrite by organizing ideas using simple webs, maps or lists. ▪ LA.1.3.2.1 Draft by maintaining focus on a single idea using supporting details. ▪ LA.1.3.2.2 Draft by organizing details into a logical sequence that has a beginning, middle, and end. ▪ LA.1.3.3.1 Revise by evaluating the draft for logical thinking and marking out repetitive text. ▪ LA.1.3.3.2 Revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. ▪ LA.1.3.5.1 Produce, illustrate and share a variety of compositions. ▪ LA.1.5.2.4 Use formal and informal language appropriately. ▪ LA.1.5.2.5 Communicate effectively when relating experiences and retelling stories heard.

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<p>Writing Standard 2: Writing Purposes and Resulting Genres Narrative Writing</p> <ul style="list-style-type: none"> ▪ Evidence a plan in their writing, including making decisions about where in a sequence of events they should enter ▪ Develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together ▪ Frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions ▪ Demonstrates a growing awareness of author’s craft by employing some writing strategies, such as using dialogue, transitions or time cue words, giving concrete details and providing some sense of closure ▪ In some cases, begin to recount not just events but also reactions, signaled by phrases like “I wondered, I noticed or I thought” 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.1.1 Prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities). ▪ LA.1.3.1.2 Prewrite by discussing the purpose for a writing piece. ▪ LA.1.3.1.3 Prewrite by organizing ideas using simple webs, maps or lists. ▪ LA.1.3.2.1 Draft by maintaining focus on a single idea using supporting details. ▪ LA.1.3.2.2 Draft by organizing details into a logical sequence that has a beginning, middle, and end. ▪ LA.1.3.3.1 Revise by evaluating the draft for logical thinking and marking out repetitive text. ▪ LA.1.3.3.2 Revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. ▪ LA.1.3.5.1 Produce, illustrate and share a variety of compositions. ▪ LA.1.4.1.1 Write narratives that include a main idea based on real or imagined events, characters, and a sequence of events. ▪ LA.1.4.1.2 Participate in writing simple stories, poems, rhymes, or song lyrics. ▪ LA.1.5.2.2 Retell specific details of information heard. ▪ LA.1.5.2.3 Listen attentively to fiction and non fiction read-alouds and demonstrate understanding. ▪ LA.1.5.2.5 Communicate effectively when relating experiences and retelling stories read and heard. ▪ LA.1.5.2.6 Participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact and facing the speaker. ▪ LA.1.6.2.4 Identify authors, illustrators, and composers with their works. ▪ LA.1.6.4.1 Use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.
Primary Literacy Standards	Sunshine State Standards/Benchmarks
<p>Writing Standard 2: Writing Purposes and Resulting Genres Informational Writing</p> <ul style="list-style-type: none"> ▪ Gather information pertinent to a topic, sort it into major categories- possibly using headings or chapters- and report it to others ▪ Independently recognize and exclude or delete extraneous information according to appropriate standards governing what “fits” ▪ Demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader’s understanding of the text; and paying attention to signing off. 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.1.1 Prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities). ▪ LA.1.3.1.2 Prewrite by discussing the purpose for a writing piece. ▪ LA.1.3.1.3 Prewrite by organizing ideas using simple webs, maps or lists. ▪ LA.1.3.2.1 Draft by maintaining focus on a single idea using supporting details. ▪ LA.1.3.2.2 Draft by organizing details into a logical sequence that has a beginning, middle, and end. ▪ LA.1.3.3.1 Revise by evaluating the draft for logical thinking and marking out repetitive text. ▪ LA.1.3.3.2 Revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.

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	<ul style="list-style-type: none"> ▪ LA.1.3.5.1 Produce, illustrate and share a variety of compositions. ▪ LA.1.4.2.1 Write a variety of informational/expository forms (e.g., rules, summaries, recipes, notes; messages, labels, instructions, graphs/tables) ▪ LA.1.4.2.2 Participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps). ▪ LA.1.4.2.3 Write an informational/expository paragraph that contains a topic sentence and at least three details. ▪ LA.1.5.2.3 Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding. ▪ LA.1.5.2.5 Communicate effectively when relating experiences and retelling stories read and heard. ▪ LA.1.5.2.6 Participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. ▪ LA.1.6.1.1 Locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, and indices) in informational text. ▪ LA.1.6.2.1 Formulate questions and gather information using simple reference materials (e.g., non-fiction books, pictures dictionaries, software). ▪ LA.1.6.2.2 Use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions ▪ LA.1.6.2.3 Write a simple report with a title and three facts, using informational sources. ▪ LA.1.6.2.4 Identify authors, illustrators, or composers with their works. ▪ LA.1.6.3.2 Identify types of mass communication (e.g., film, newspapers, radio, digital technology). ▪ LA.1.6.4.1 Use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas and stories.
Primary Literacy Standards	Sunshine State Standards/Benchmarks
<p>Writing Standard 2: Writing Purposes and Resulting Genres Functional Writing</p> <ul style="list-style-type: none"> ▪ Give instructions ▪ Describe, in appropriate sequence and with a few details, the steps one must take to make or do a particular thing ▪ Claim, mark, or identify objects and places 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.1.1 Prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities). ▪ LA.1.3.1.2 Prewrite by discussing the purpose for a writing piece. ▪ LA.1.3.1.3 Prewrite by organizing ideas using simple webs, maps or lists. ▪ LA.1.3.2.1 Draft by maintaining focus on a single idea using supporting details. ▪ LA.1.3.2.2 Draft by organizing details into a logical sequence that has a beginning, middle, and end. ▪ LA.1.3.3.1 Revise by evaluating the draft for logical thinking and marking out repetitive text. ▪ LA.1.3.3.2 Revise by creating clarity by marking out repetitive text, adding

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	<ul style="list-style-type: none"> additional details by using a caret and replacing general words with specific words. ▪ LA.1.3.5.1 Produce, illustrate and share a variety of compositions. ▪ LA.1.4.2.1 Write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables) ▪ LA.1.4.2.2 Participate in recording information from informational/expository text (e.g., lists graphs, tables or maps). ▪ LA.1.4.2.4 Write basic communications, including friendly letters and thank-you notes. ▪ LA.1.4.2.5 Write simple directions to familiar locations using “left and right”, and create a map that matches the directions. ▪ LA.1.4.3.1 Draw a picture and use simple text to explain why this item (food, pet, and person) is important to them. ▪ LA.1.5.2.1 Listen attentively and understand directions for performing tasks (e.g., multi-step oral directions, solving problems, and following rules.) ▪ LA.1.5.2.2 Retell specific details of information heard. ▪ LA.1.5.2.3 Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding. ▪ LA.1.5.2.5 Communicate effectively when relating experiences and retelling stories read and heard. ▪ LA.1.5.2.6 Participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. ▪ LA.1.6.2.1 Formulate questions and gather information using simple reference materials (e.g., non-fiction books, pictures dictionaries, software). ▪ LA.1.6.2.2 Use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions ▪ LA.1.6.4.1 Use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas and stories.
Primary Literacy Standards	Sunshine State Standards/Benchmarks
<p>Writing Standard 2: Writing Purposes and Resulting Genres Producing Literature</p> <ul style="list-style-type: none"> ▪ Write stories, memoirs, poems, songs and other literacy forms ▪ Demonstrate not only an awareness of but also an ability to reproduce some of the literature language and styles they hear and read in the classroom (these may include alliteration, metaphor, simile, rhythm, complex syntax, descriptive detail, sound effects, dialogue, gestures, familiar story grammars or plot lines, and poetic line breaks and rhyme schemes) ▪ Imitate a text or write in a genre when they respond to it 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.2.1.1 Identify various literary forms (e.g., stories, poems, fables, legends, picture books). ▪ LA.1.2.1.2 Retell the main events (e.g., beginning, middle, end) in a story. ▪ LA.1.2.1.3 Identify the characters and settings in a story ▪ LA.1.2.1.4 Identify rhyme, rhythm, alliteration, and patterned structures in poems for children. ▪ LA.1.2.1.5 Respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).

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<p>Responding to Literature</p> <ul style="list-style-type: none"> ▪ re-enact and retell stories, songs, poems, plays and other literary works they encounter ▪ produce simple evaluative expressions about the text ▪ make simple comparisons of the story to events or people in their own lives ▪ compare two books by the same author ▪ discuss several books on the same theme ▪ make explicit reference to parts of the text when presenting or defending a claim ▪ present a plausible interpretation of a book 	<ul style="list-style-type: none"> ▪ LA.1.3.1.1 Prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities). ▪ LA.1.3.1.2 Prewrite by discussing the purpose for a writing piece. ▪ LA.1.3.1.3 Prewrite by organizing ideas using simple webs, maps or lists. ▪ LA.1.3.2.1 Draft by maintaining focus on a single idea using supporting details. ▪ LA.1.3.2.2 Draft by organizing details into a logical sequence that has a beginning, middle, and end. ▪ LA.1.3.3.1 Revise by evaluating the draft for logical thinking and marking out repetitive text. ▪ LA.1.3.3.2 Revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. ▪ LA.1.3.5.1 Produce, illustrate and share a variety of compositions. ▪ LA.1.4.1.1 Write narratives that include a main idea based on real or imagined events, characters, and a sequence of events. ▪ LA.1.4.1.2 Participate in writing simple stories, poems, rhymes, or song lyrics. ▪ LA.1.5.2.2 Retell specific details of information heard. ▪ LA.1.5.2.3 Listen attentively to fiction and non-fiction read-alouds and demonstrate understanding. ▪ LA.1.5.2.4 Use formal and informal language appropriately. ▪ LA.1.5.2.5 Communicate effectively when relating experiences and retelling stories read and heard. ▪ LA.1.5.2.6 Participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye-contact, and facing the speaker. ▪ LA.1.6.2.4 Identify authors, illustrators, or composers with their works. ▪ LA.1.6.4.1 Use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas and stories.
<p>Primary Literacy Standards</p>	<p>Sunshine State Standards/Benchmarks</p>
<p>Writing Standard 3: Language Use and Conventions</p> <p>Style and Syntax</p> <p>Using one’s own language:</p> <ul style="list-style-type: none"> ▪ Vary sentence openers instead of relying on the same sentence stem (for example, “I like boots,” “I like dogs,” “I like my mom”) ▪ Use a wide range of the syntactic patterns typical of spoken language <p>Taking on language of authors:</p> <ul style="list-style-type: none"> ▪ Embed literary language where appropriate ▪ Sometimes mimic sentence structures from various genres they are reading 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.5.2.1 Listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules. ▪ LA.1.5.2.2 Retell specific details of information heard. ▪ LA.1.5.2.3 Listen attentively to fiction and non-fiction read-alouds and demonstrate understanding. ▪ LA.1.5.2.4 Use formal and informal language appropriately. ▪ LA.1.5.2.5 Communicate effectively when relating experiences and retelling stories read and heard. ▪ LA.1.5.2.6 Participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye-contact, and facing the speaker.

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<p>Writing Standard 3: Language Use and Conventions Vocabulary and Word Choice Using one’s own language:</p> <ul style="list-style-type: none"> ▪ Produce writing that uses the full range of words in their speaking vocabulary ▪ Select a more precise word when prompted <p>Taking on language of authors:</p> <ul style="list-style-type: none"> ▪ Use newly learned words they like from their reading, the books they hear read, words on the classroom walls and talk 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.3.2 Create clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. ▪ LA.1.3.4.4 Use singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns. ▪ LA.1.3.4.5 Use subject and verb agreement in simple sentences. ▪ LA.1.3.5.1 Produce, illustrate and share a variety of compositions. ▪ LA.1.5.2.4 Use formal and informal language appropriately.
Primary Literacy Standards	Sunshine State Standards/Benchmarks
<p>Writing Standard 3: Language Use and Conventions Spelling</p> <ul style="list-style-type: none"> ▪ Produce writing that contains a large proportion of correctly spelled, high-frequency words ▪ Write text that usually can be read by the child and others –regardless of the scarcity of correctly spelled words –because most of the perceived sound in unfamiliar words are phonetically represented ▪ Draw on a range of resources for deciding how to spell unfamiliar words, including strategies like segmenting, sounding out, and matching to familiar words and word parts ▪ Automatically spell some familiar words and word endings correctly 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.4.1 Use common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words. ▪ LA.1.3.4.2 Use capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year. ▪ LA.1.3.4.4 Use singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mines, his/her, hers) ▪ LA.1.3.4.5 Use subject and verb agreement in simple sentences. ▪ LA.1.3.4.6 Use end punctuation for sentences, including periods, question marks, and exclamation points. ▪ LA.1.5.1.1 Write numbers and uppercase and lowercase letters using left to right sequencing. ▪ LA.1.5.1.2 Use appropriate spacing between letters, words, and sentences.
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<p>Writing Standard 3: Language Use and Conventions Punctuation, Capitalization and Other Conventions</p> <ul style="list-style-type: none"> ▪ Demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, ellipses, colons, and capitalization of proper names and sentence beginnings ▪ Use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations 	<p>The student will:</p> <ul style="list-style-type: none"> ▪ LA.1.3.4.3 Use commas in dates and items in a series. ▪ LA.1.3.4.6 Use end punctuation for sentences, including periods, question marks, and exclamation points.