

**Level B**  
(first grade)

In **Level B**, students are taught through drawing how to focus on a main idea. As students become emergent readers and writers, they use words, phrases and simple sentences to provide supporting details. Students have fun learning and illustrating the meanings associated with common similes, metaphors and idioms. Emotion words and transition words are incorporated to model the proper writing format. Content area topics are incorporated in each lesson.

“Teach Me Writing” is a **Researched-Based Curriculum** that is consistent with the requirements of Title 1.

**Teacher Handbook includes:**

- over 180 days of lessons with instructions
- black line master and transparencies for each lesson
- blank Writing Rectangle format for teacher adaptation
- narrative webs/transparencies for teacher implementation
- bulletin board word lists
- standards, benchmarks and assessment

My class goes to the cafeteria to eat lunch. I sit with my friends.

SAMPLE

First, I see \_\_\_\_\_.

Next, I smell \_\_\_\_\_.

Then, I hear \_\_\_\_\_.

Last, I feel \_\_\_\_\_.

I like to eat lunch in the cafeteria. I have fun with my friends.

Story Topic: \_\_\_\_\_

hear

SEE

see

emotion

feel

smell

SAMPLE

taste

My parents go to work. At work they do many things.

<p>First, they _____</p> <p>SAM</p>	<p>Next, they _____</p> <p>PLE</p>
<p>They also _____</p>	<p>Finally, they _____</p>

My parents are busy at work. They do many things.

Story Topic: \_\_\_\_\_

What?

Who?

Where?

When?

Why?

How?

**SAMPLE**

Do people really behave like animals? Sometimes I do.

**SAMPLE**

I was as stubborn as a mule  
when I \_\_\_\_\_.

I was as busy as a bee when I \_\_\_\_\_.

I was as strong as an ox when I \_\_\_\_\_.

I was as hungry as a bear when I \_\_\_\_\_.

All of these situations happened to me.

Story Topic: \_\_\_\_\_

I remember

SAMPLE

## Standards (Pre-K-2)

The student uses writing processes effectively.

The student makes a plan for writing that includes a central idea and related topics.

The student drafts and revises simple sentences and passages, stories and simple explanations that

- express ideas clearly;
- show an awareness of topic and audience;
- have a beginning, middle, and ending;
- effectively use common words;
- have supporting detail; and
- are in legible print.

The student produces final simple documents that have been edited for

- correct spelling;
- appropriate end punctuation;
- correct capitalization of initial words, "I," and names of people;
- correct sentence structure.

The student writes to communicate ideas and information effectively.

The student writes questions and observations about familiar topics, stories, or new experiences.

The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

The student understands the nature of language; recognizes basic functions of language such as asking questions, expressing oneself, describing objects or experiences, and explaining.

The student understands the power of language and uses developmental/inventive spelling, pictures/drawings to represent words and ideas.

The student will write informal friendly letters, personal stories using descriptive words.

The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. (Descriptive, Personal, Procedural, Narrative, Fiction, Non-Fiction, Informative)

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.