SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Writing	**Course Length:** Full Year
Grade: 1st	**Date Last Approved:** April 13, 2016; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose: In first grade students will develop writing skills through whole group, small group, and individual opportunities and conferences. The foundation of these skills is rooted in the study of phonological awareness: how letters and sounds can be manipulated to make words. Students will learn the writing process to draft, revise, and publish their writing. Students are introduced to various writing genres including narrative, expository nonfiction, opinion writing, and poetry, where they will practice communicating thoughts and ideas.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):	**Essential Question(s):**
1. Writing expands understanding of the world, people and oneself. 2. Effective writers use strategies to construct and extend meaning. 3. Various types of texts and media are used to communicate ideas. 4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives. 5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas. 6. Control of mechanics and proper grammar promote effective spoken and written communication. 7. Listening and speaking skills are critical for learning and communicating. 8. Writing across content areas strengthens the knowledge base of each area.	1. How do writers generate ideas? 2. How do writers express their thoughts and feelings? 3. How does audience and purpose influence the format of my writing? 4. What is the purpose of applying correct grammar and mechanics to writing? 5. In what ways are ideas effectively communicated? 6. How do writers revise and edit their writing? 7. How do writers use feedback from others to improve their writing? 8. How do writers publish and share their writing?

Learning Targets:

3. Students can create written work for a variety of tasks, purposes, and audiences. (Product) (W)
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading   S=Speaking
W=Writing   L=Listening

Stage 2: Learning Plan	

I. Narrative
 	
  A.Definition: A written story including actual events
  B.How to write effectively:
    a. mentor text
    b. teacher modeling
    c. classroom discussions
    d. partner talk
  C.What tools can help us write:
    a. graphic organizers
    b. writing samples
    c. peer edits
  D.Student application and reflection
	Standards:
	CCSS: W.1.3, W. 1.5, W. 1.6
	CCRA: W.3, W.4, W.5, W.10
	
	Learning Targets Addressed:
	3. Students can create written work for a variety of tasks, purposes, and audiences.
	4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
	5. Students can organize and communicate ideas to others.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Oral storytelling • Teacher modeling • Shared writings
Formative	Knowledge Product	• Partner share • Graphic Organizers • Journal writing • Conferring with students throughout the drafting process
Summative	Product	• Focus: Plan, create, and publish a personal narrative containing a beginning, middle, and end, including the story elements.

II. Expository Nonfiction
 	
  A.Definition: Writing used to explain or describe something that is factual
  B.How to write effectively
    a. mentor text
    b. teacher modeling
    c. classroom discussions
    d. partner talk
  C.What tools can help us write:
    a. graphic organizers
    b. notes
    c. writing samples
    d. peer edits
  D.Student application and reflection
	Standards:
	CCSS: W.1.2, W.1.5, W.1.6, W.1.7, W.1.8
	CCRA: W.2, W.4, W.5, W.6, W.7, W.10
	
	Learning Targets Addressed:
	3. Students can create written work for a variety of tasks, purposes, and audiences.
	4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
	5. Students can organize and communicate ideas to others.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Develop understanding of nonfiction elements ● Teacher modeling of note-taking using bullet points ● Teacher modeling of formulating sentences from notes
Formative	Knowledge Product	● Graphic organizers ● Conferring with students throughout the note-taking and drafting process
Summative	Product	● Focus:Research and take notes on an animal to create a book that includes a topic sentence, facts to support the topic, and a concluding statement.

III. Opinion Writing

A. Definition: Writing that establishes a supported position on a topic
B. How to write effectively:
  a. mentor text
  b. teacher modeling
  c. classroom discussions
  d. partner talk
C. What tools can help us write:
  a. graphic organizers
  b. writing samples
  c. peer edits
D. Student application and reflection

Standards:
CCSS: W.1.1, W.1.5, W.1.6
CCRA: W.1, W.4, W.5, W.6, W.10, SL.1

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Develop understanding of a fact versus an opinion ● Teacher modeling of written opinions supported by details ● Shared writings
Formative	Knowledge Product	● Partner share ● Graphic organizers ● Journal writing ● Conferring with students throughout the planning and drafting process
Summative	Product	● Focus:Select a topic,state your opinion, and provide three details to support your opinion.

IV. Poetry
 	
A.Definition: Writing that uses aesthetic and rhythmic qualities of language
B.How to write effectively:
  a. mentor text
  b. teacher modeling
  c. classroom discussions
  d. partner talk
C.What tools can help us write
  a. graphic organizers
  b. writing samples
  c. peer edits
D.Student application and reflection
	Standards:
	CCSS: W.1.5, W.1.6
	CCRA: W.4, W.5, W.10, L.5, SL.6
	
	Learning Targets Addressed:
	3. Students can create written work for a variety of tasks, purposes, and audiences.
	4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
	5. Students can organize and communicate ideas to others.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Develop understanding of various types of poetry ● Shared writings of each type of poem
Formative	Knowledge Product	● Class brainstorms ● Shared writings ● Graphic organizers for various kinds of poems ● Partner share ● Informal conferences
Summative	Product	● Focus:Create a poem and take it to publication.

V. Grammar	**Standards:**

V. Grammar

  A. Definition: The study of English language structures

  B. How to use grammar effectively
  a. teacher modeling
  b. classroom discussions
  c. mentor texts
  d. daily practice

  C. What tools can help us write:
  a. daily lesson materials
  b. word wall
  c. Quick Word dictionary
  c. practice (provided by teacher)
  d. writing samples
  e. peer edits

  D. Student application and reflection

Standards:
CCSS: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6
CCRA: L.1, L.2
Learning Targets Addressed:
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	● Teacher modeling through shared writings ● Being a Writer workbook pages
Formative	Knowledge Product	● Journal writing ● Drafts ● Informal conferences
Summative	Product	● Focus: Assessment of conventions within student writing: spacing, phonetic spelling, capital letters, punctuation, parts of speech, and sentence structure.