

First Grade Writing Curriculum Map Kennedy School

	Essentials Question	Content	Skills	Assessment	Resources
September	<p><u>Launching the Writing Workshop</u></p> <p>What are the procedures and expectations of writer's workshop and why are they important for writers?</p> <p>How do writers use written language to represent stories?</p>	<p>Writing Process</p> <p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Students understand procedures and expectations of writer's workshop.</p> <p>-Using both pictures and words to tell a story.</p> <p>-Written words match picture representation.</p> <p>-Writers write independently for 15 minutes</p> <p>-Writers generate their own topics based on personal experiences.</p> <p>-Stretching out words in writing using beginning, middle, and ending sound.</p> <p>-Labels pictures with words using phonetic spelling.</p> <p>-Uses correct directionality and appropriate spacing between words (top to bottom, left to right).</p> <p>-Writes 3 sentences with a beginning capital letter and period at the end.</p> <p>-Writer can reread story with one to one correspondence.</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins <u>Launching the Writing Workshop</u> Book 1</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>

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October	<p><u>Small Moments</u></p> <p>How do you use personal experiences to express and write a small moment?</p>	<p>Writing Process</p> <p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Plan and write a small moment (beginning, middle, end)</p> <p>-Working cooperatively with a partner to plan written work.</p> <p>-Using both pictures and words to tell a story.</p> <p>-Written words match picture representation.</p> <p>-Writers write independently for 20 minutes</p> <p>-Writers generate their own topics based on personal experiences.</p> <p>-Stretching and writing words using beginning, middle, and ending sound.</p> <p>-Labels pictures with words using phonetic spelling.</p> <p>-Using correct spelling of grade appropriate words.</p> <p>-Uses correct directionality and appropriate spacing between words (top to bottom, left to right).</p> <p>-Writes 3 or more sentences with a beginning capital letter and period at the end.</p> <p>-Working cooperatively with a partner to answer the following questions: Does it make sense? How can we fix it? What can we add?</p> <p>-Writer can reread story with one to one correspondence.</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins <u>Small moments: Personal Narrative Writing Book 2</u></p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>

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November/December	<u>Writing for Readers</u> How do writers make their stories easy to read?	Writing Process	<ul style="list-style-type: none"> -Examine writing to determine readability. -During workshops students use writing tools to improve their writing (word walls, peers, dictionaries, etc.) -Plan and write a small moment (beginning, middle, end) -Working cooperatively with a partner to plan written work. -Written words match picture representation. -Writers write independently for 20 minutes -Writers generate their own topics based on personal experiences. 	Individual Student Conferences Table Conferences Written and Verbal Responses Observation	Lucy Calkins <u>Writing for Readers: Teaching Skills and Strategies</u> Book 3 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop Toolboxes
		Graphophonics	<ul style="list-style-type: none"> -Appropriately use diagraphs and CVC words. -Stretching and writing words using beginning, middle, and ending sound. -Labels pictures with words using phonetic spelling. -Using correct spelling of grade appropriate words. 		
		Mechanics	<ul style="list-style-type: none"> -Uses correct directionality and appropriate spacing between words (top to bottom, left to right). -Writes 3 or more sentences with a beginning capital letter and period at the end. 		
		Editing/Revision	<ul style="list-style-type: none"> -Working cooperatively with a partner to answer the following questions: Does it make sense? How can we fix it? What can we add? <i>Is my story easy to read?</i> -Writer can reread story with one to one correspondence. 		

	Essentials Question	Content	Skills	Assessment	Resources
January	<u>The Craft of Revision</u> How can stories be revised to improve their quality?	Writing Process	<ul style="list-style-type: none"> - Use basic revision strategies to improve the quality of their writing. -Examine writing to determine readability. -During workshops students use writing tools to improve their writing (word walls, peers, dictionaries, etc.) -Working cooperatively with a partner to <i>plan revisions</i> to written work. -Written words match picture representation. -Writers write independently for 25 minutes -Writers generate their own topics based on personal experiences. 	Individual Student Conferences	Lucy Calkins <u>The Craft of Revision Book 4</u>
		Graphophonics	<ul style="list-style-type: none"> -Appropriately use diagraphs and CVC words. -Stretching and writing words using beginning, middle, and ending sound. -Using correct spelling of grade appropriate words. 	Table Conferences	Teacher Created Mini Lesson Book Bags
		Mechanics	<ul style="list-style-type: none"> -Uses correct sentence structure. -Uses correct directionality and appropriate spacing between words (top to bottom, left to right). -Writes 4 or more sentences with a beginning capital letter and <i>correct punctuation</i> at the end. 	Written and Verbal Responses	Read Alouds
		Editing/Revision	<ul style="list-style-type: none"> -Uses revision strategies (<i>adding more details, showing not telling, dialogue, leads and endings, etc.</i>) to improve writing. -Working cooperatively with a partner to revise. -Writer can reread story with one to one correspondence. 	Observation	Writer's Workshop Toolboxes

	Essentials Question	Content	Skills	Assessment	Resources
February	<u>Authors as Mentors</u> How do authors learn from each other?	Writing Process	<ul style="list-style-type: none"> -Students use components of writers' craft in their writing. -Use basic revision strategies to improve the quality of their writing. -Examine writing to determine readability. -During workshops students use writing tools to improve their writing (word walls, peers, dictionaries, etc.) -Working cooperatively with a partner to <i>plan</i> revisions to written work. -Written words match picture representation. -Writers write independently for 25 minutes -Writers generate their own topics based on personal experiences. 	Individual Student Conferences Table Conferences Written and Verbal Responses Observation	Lucy Calkins <u>Authors as Mentors</u> Book 5 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop Toolboxes
		Graphophonics	<ul style="list-style-type: none"> -Appropriately use diagraphs and <i>vowel patterns</i>. -Stretching and writing words using beginning, middle, and ending sound. -Using correct spelling of grade appropriate words. 		
		Mechanics	<ul style="list-style-type: none"> -Uses correct sentence structure. -Uses correct directionality and appropriate spacing between words (top to bottom, left to right). -Writes 4 or more sentences with a beginning capital letter and correct punctuation at the end. 		
		Editing/Revision	<ul style="list-style-type: none"> -Students create and use an <i>editor's checklist</i>. -Uses revision strategies (adding more details, showing not telling, dialogue, leads and endings, etc.) to improve writing. -Working cooperatively with a partner to revise. -Writer can reread story. 		

	Essential Question	Content	Skills	Assessment	Resources
March/April	<p><u>Nonfiction Writing: Procedures and Reports</u></p> <p>How can we use writing strategies to convey factual information?</p>	<p>Writing Process</p> <p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Students appropriately use the structure of informational texts in their writing including important details.</p> <p>-Students use components of writers' craft in their writing.</p> <p>-Use basic revision strategies to improve the quality of their writing.</p> <p>-Examine writing to determine readability.</p> <p>-During workshops students use writing tools to improve their writing (word walls, peers, dictionaries, etc.)</p> <p>-Working cooperatively with a partner to <i>plan</i> revisions to written work.</p> <p>-Written words match picture representation.</p> <p>-Writers write independently for 30 minutes</p> <p>-Writers generate their own topics based on personal <i>knowledge and interests</i>.</p> <p>-Appropriately use diagraphs, <i>suffixes</i>, and vowel patterns.</p> <p>-Stretching and writing words using beginning, middle, and ending sound.</p> <p>-Using correct spelling of grade appropriate words.</p> <p>-Uses correct sentence structure.</p> <p>-Writes 5 or more sentences with a beginning capital letter and correct punctuation at the end.</p> <p>-Students create and use an editor's checklist.</p> <p>-Uses revision strategies (adding more details, showing not telling, dialogue, leads and endings, etc.) to improve writing.</p> <p>-Working cooperatively with a partner to revise.</p> <p>-Writer can reread story.</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins <u>Nonfiction Writing: Procedures and Reports</u> Book 6</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>

	Essential Question	Content	Skills	Assessment	Resources
May/June	<p><u>Poetry: Powerful Thoughts in Tiny Packages</u></p> <p>How can writers express themselves creatively through poetic language?</p>	Writing Process	<ul style="list-style-type: none"> -Develop an appreciation for poetry. -Learns about and uses sounds, images, and rhythms. -Students appropriately use the structure of informational texts in their writing including important details. -Students use components of writers' craft in their writing. -Use basic revision strategies to improve the quality of their writing. -Examine writing to determine readability. -During workshops students use writing tools to improve their writing (word walls, peers, dictionaries, etc.) -Working cooperatively with a partner to <i>plan</i> revisions to written work. -Written words match picture representation. -Writers write independently for 30 minutes -Writers generate their own topics based on personal <i>knowledge and interests</i>. 	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>Written and Verbal Responses</p> <p>Observation</p> <p>On-Demand Writing Assessment</p>	<p>Lucy Calkins <u>Poetry: Powerful Thoughts in Tiny Packages</u></p> <p>Book 7</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>
		Graphophonics	<ul style="list-style-type: none"> -Appropriately use diagraphs, <i>suffixes</i>, and vowel patterns. -Stretching and writing words using beginning, middle, and ending sound. -Using correct spelling of grade appropriate words. 		
		Mechanics	<ul style="list-style-type: none"> -Uses capitalization and correct punctuation when needed. 		
		Editing/Revision	<ul style="list-style-type: none"> -Uses revision strategies -Works cooperatively with a partner to revise. -Writer can reread poem. 		

