

Course Description: Macon Elementary utilizes a writing workshop model to address the writing and language standards for English Language Arts. The writing workshop model includes the following:

- **Students will write daily during writing workshop**
- **Teachers will help students discover topics for their writing from their life, from reading, and from natural curiosity**
- **Teachers will teach a mini-lesson each day to show students how to be better writers**
- **Teachers will confer with students to help nurture their writing skills**

The Language standards of the Missouri Learning Standards are addressed throughout the year during the mini-lessons within the writing workshop. The Writing standards of the Missouri Learning Standards are addressed within units that focus on the three genres of writing. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

First Grade Writing Scope and Sequence

	Unit	Timeframe
	Informative Writing	3 weeks
	Opinion Writing	2 weeks
	Narrative Writing	9 weeks

Unit 1 Informative Writing - Bats
<p>Standards addressed:</p> <p>1.W.2.B.1.a Write informative/explanatory texts that introduce a topic or text being studied and supply facts</p> <p>1.W.2.B.1.b Write informative/explanatory texts that use some specific words that are related to the topic</p> <p>1.W.2.B.1.c Write informative/explanatory texts that follow a sense of order in writing</p> <p>1.W.2.B.1.d Write informative/explanatory texts that create some sense of closure</p> <p>1.W.3.A.c With assistance, gather personal and natural evidence from available sources as well as from interviews with local experts</p> <p>Supporting Standards:</p> <p>1.W.1.A.a Following a writing process to plan a first draft by brainstorming and recording key ideas.</p> <p>1.W.1.B.b Appropriate to genre type, develop a draft from prewriting by sequencing ideas into sentences and staying on topic throughout the text.</p> <p>1.W.1.C.a Reread, revise, and edit drafts with assistance from adults/peers to respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing.</p> <p>1.W.1.D.a With assistance from adults/peers use a variety of conventional/digital tools to produce and publish writing.</p> <p>1.W.3.A With assistance apply research process to:</p> <ul style="list-style-type: none"> ○ a. Generate a list of open ended questions about topics of interest ○ c. gather personal and natural evidence from available sources as well as from local interviews with local experts

- o d. Organize information found during group or individual research using graphic organizers or other aids
 - o e. Make informal presentations of information gathered
 - o f. Self-evaluate using previously established teacher/student criteria
- 1.W.1.A.b In speech and written form apply standard English grammar to use adjectives/adverbs in sentences.

Essential Questions:

How can I effectively teach readers with my writing?
 How are different types of punctuation used in informational writing?

Learning Targets:

The students will use writing to communicate information.
 The students will use conventions of standard English to communicate effectively with readers.

Content vocabulary:

topic, informative, closure, conventions, capitalization, punctuation

Standard(s)	Text	Number of Days
1.W.1.A.a 1.W.1.B.b	Developing an opinion	2 days
1.W.2.B.1.a 1.W.2.B.1.b 1.W.2.B.1.c 1.W.2.B.1.d	Writing an opinion text	1 week
1.W.1.C	Revising/Editing and Publishing	3 days

Unit 2
Fairy Tale Opinion Writing

Standards addressed:

- 1.W.2.A Write opinion texts that:
- o a. introduce a topic or text being studied
 - o b. state an opinion about the topic or text and provide a reason for the opinion
 - o c. use some specific words that are related to the topic
 - o d. follow a sense of order in writing
 - o e. provide some sense of closure
- 1.W.1.B In written text:
- o a. print legibly, using correct spacing between words and sentences
 - o b. use ending punctuation
 - o c. capitalize the first letter of others' first and last names
 - o d. use commas to separate single words in a series
 - o e. Spell words using regular spelling patterns
 - o f. Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- 1.W.1.A.a Following a writing process to plan a first draft by brainstorming and recording key ideas.
 1.W.1.C.a Reread, revise, and edit drafts with assistance from adults/peers to respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing.

- 1.W.1.D.a With assistance from adults/peers use a variety of conventional/digital tools to produce and publish writing.
- 1.W.1.A In speech and written form apply standard English grammar to
- o c. use conjunctions and, but, and so in sentences
 - o g. produce complete simple and compound sentences

Essential Questions:

- How do authors effectively share their opinions through writing?
 How are commas used in writing?
 How and why are conjunctions used in writing?

Learning Targets

- Students will communicate an opinion effectively.
 Students will create powerful leads and endings.
 Students will use conventions of standard English to communicate effectively with readers.

Content Vocabulary

opinion, closure, topic, reason, judgment, convince

Standard(s)	Topic	Number of Days
1.W.1.A.a 1.W.2.A	Generating Ideas and brainstorming	1 week
1.W.2.A	Writing an opinion	1 week
1.W.1.C.a 1.W.1.D.a 1.W.1.A.c 1.W.1.A.g	Revising/Editing and Publishing	1 week

Unit 3
Small Moment Narrative

Standards addressed:

- 1.W.2.C Write fiction or nonfiction narratives that:
- o a. narrate story or experience
 - o b. use detail to describe the story or experience
 - o c. place events in the order they occurred
 - o d. use linking words to indicate beginning/middle/end
 - o e. use words that are related to the topic
 - o f. provide a reaction to what happened in the events
- 1.W.1.B In written text:
- o a. print legibly, using correct spacing between words and sentences
 - o b. use ending punctuation
 - o c. Spell words using regular spelling patterns
 - o d. Spell words phonetically using phonemic awareness and spelling knowledge

Supporting Standards:

- 1.W.1.A.a Following a writing process to plan a first draft by brainstorming and recording key ideas.
- 1.W.1.B Appropriate to genre type, develop a draft from prewriting by:
- o a. sequencing ideas into sentences and staying on topic throughout the text.
 - o b. Generating evidence of a simple opening and simple closing
- 1.W.1.C Reread, revise, and edit drafts with assistance from adults/peers to:
- o b. edit by leaving space between words in sentences
 - o c. edit for language conventions
- 1.W.1.D.a With assistance from adults/peers use a variety of conventional/digital tools to produce and publish writing.
- 1.W.1.A In speech and written form apply standard english grammar to:
- o a. use nouns and action verbs that designate past, present, and future in sentences
 - d. Use the articles a, an, and the in sentences
 - f. use common pronouns

Essential Questions:

How does a writer effectively communicate a story through writing?
 How does a writer use punctuation to help the reader understand the writing?

Learning Targets

Students will communicate a story effectively through writing.
 Students will use conventions of Standard English to communicate effectively with readers.

Content Vocabulary

recount, sequence, small moment, narrative, temporal words

Standard(s)	Topic	Number of Days
1.W.1.A.a 1.W.1.B.a 1.W.1.B .b	Understanding a small moment	1 week
1.W.2.C.a 1.W.2.C.b 1.W.2.C.c 1.W.2.C.d 1.W.2.C.e 1.W.2.C.f 1.W.1.A.a 1.W.1.A.d 1.W.1.A.f	Writing a narrative	1 week
1.W.1.C.a 1.W.1.C.c	Revising/Editing and Publishing	1 week