

First Grade Level Writing Map

Grade: 1

Course: 1st Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Lynda Diamond, Kimrae Alsheimer, Dan Neville*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Back to School Review (12 days)</p> <p>All Together Now (1 week)</p> <p>Suggested time spent writing weekly: 150 minutes</p>	<p>All Together Now (2 weeks)</p> <p>Surprise (2 weeks)</p> <p>Suggested time spent writing weekly: 150 minutes</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> • Writing own name on all work, pictures • Making oral predictions • Communicate using drawings, letters, words, symbols • Exposure to non-fiction, realistic fiction, poetry <p>Social Writing -- model with daily message and DOL/DLP</p> <p>Alphabet Book</p> <p>Literature Response: (1x per week)</p> <p>Model and draw and orally express favorite part of story or poem</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> • model different types of journal entries and usage <p>(i.e. butterfly unit, back to school)</p> <p>On-Demand Task: (none for first month)</p> <p>Writing Process Steps: (begin in November)</p> <p>Graphic Organizer: model T-chart, web</p> <p>Revising and editing: Modeled during DOL/DLP</p> <p>Benchmark for Composition: Use sentence starter and complete a sentence using inventive, temporary, and/or phonetic spelling; write first and last name with correct capitalization (with</p>	<p>Genre:</p> <ul style="list-style-type: none"> • Class story and personal narrative (pets/animals) • Poetry, fiction (exposure) • Environmental print utilization • Social Writing -- model with daily message and DOL/DLP • Independent writing with guiding questions (animal) <p>Literature Response: (1x per week)</p> <p>Recall details (character, setting, events) - oral and written</p> <p>Opinion (I like...)</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> • write an answer to a comprehension question in journal <p>(i.e. Fall)</p> <p>On-Demand Task: none</p> <p>Writing Process Steps: (begin in November)</p> <p>Graphic Organizer: model use of Venn Diagram, web and 3 column chart</p> <p>Revising and editing: Simple checklist for a single sentence (capital and period)</p> <p>Benchmark for Composition: Write one or two sentences on topic with a capital at the beginning and period at the end, with use of environmental</p>

	<p>assistance)</p> <p>Six Traits of Writing: Ideas and Content, Conventions</p>	<p>print and phonetic or temporary spelling</p> <p>Six Traits of Writing: Ideas and Content, Conventions</p>
<p>Skills</p>	<p>Composition Skills:</p> <ul style="list-style-type: none"> • model and follow left to right, top to bottom directionality • recognizes and identifies letters/sounds • writes full name with correct capitalization with assistance • labels drawings with letters or words • writes using letters, words, or drawings for journaling • dictates information • writes a list of simple words • copies words, phrases, or sentences • begins to use environmental print/word wall • completes a sentence using the sentence starter provided • uses proper spacing between words in all aspects of writing • understands and uses rhyming • verbalize comprehension question answers, model writing those answers <p>Six Traits of Writing</p> <ul style="list-style-type: none"> • model sense of purpose, awareness of details, and story line <p>Review "simple sentence" with capital letter and punctuation (from kindergarten)</p> <p><u>Note-taking:</u> (begin in January)</p> <p><u>Reference Materials:</u> environmental print, word wall</p> <p>Grammar/Usage/Mechanics:</p> <ul style="list-style-type: none"> • introduce capital at beginning • punctuation at end (period) • spaces between words • write/spell words from kindergarten (sight words) correctly • write capital and lower case letters • write initial and ending consonant sounds <p>Vocabulary List:</p> <ul style="list-style-type: none"> • punctuation -- stop sign, end of sentence • period -- ends telling sentences <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>	<p>Composition Skills:</p> <ul style="list-style-type: none"> • recognizes and identifies letters/sounds • writes full name with minimal assistance • begins to write a response to likes/dislikes, simple questions, favorite part of the story in journal • responds to "on-demand" task • uses environmental print/word wall • understands and uses rhyming • models answering a question • sequence events/order information • introduce use of computer technology to support development of early writing skills • write answer to comprehension question in journal <p>Six Traits of Writing</p> <ul style="list-style-type: none"> • model sense of purpose, awareness of details, and story line <p><u>Note-taking:</u> (begin in January)</p> <p><u>Reference Materials:</u> environmental print, word wall</p> <p>Grammar/Usage/Mechanics:</p> <ul style="list-style-type: none"> • capital at the beginning • what is a sentence • punctuation (period, question mark) • capitalize "I" • capitalize people's names • short vowels (a, e, i, o, u) • medial short vowel sounds • sound out in writing c-v-c words • review word families from kindergarten • write words (c-v-c): review word families from kindergarten (-at, -an, -ig, -ip, -ug, -ut, -en, -et, -ot, ox) <p>Vocabulary List:</p> <ul style="list-style-type: none"> • question mark -- asking, looking for an answer • exclamation mark -- excitement or warning <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>

Assessment	<ul style="list-style-type: none">• Checklist: letter and sounds• Anecdotal Records• Sight words: kindergarten list• Teacher observation	<ul style="list-style-type: none">• Checklist: letter and sounds• Teacher observation
Resources		

First Grade Level Writing Map

Grade: 1

Course: 1st Grade Writing



South Seneca Elementary School

Developed by: *Stacey Clark*



Based on the Work of: *Lynda Diamond, Kimrae Alsheimer, Dan Neville*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p>Surprise (1 week)</p> <p>Let's Look Around (2 weeks)</p> <p>Suggested time spent writing weekly: 150 minutes</p>	<p>Let's Look Around (1 week)</p> <p>Family and Friends (2 weeks)</p> <p>Suggested time spent writing weekly: 150 minutes</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> Personal narrative (Thanksgiving) Non-fiction, fiction, poetry (exposure) Descriptive writing (intro) Constructing support (intro) topic, main idea, details (teacher's choice) Making oral predictions <p>Literature Response: (1x per week) Draw a picture of beginning, middle, end (sequence)</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> write an answer to a comprehension question in journal <p>On-Demand Task: 1x per month (10 minutes)</p> <p>Writing Process Steps: Plan, Draft, Revise, Edit, Final Copy (model process for class story)</p> <p>Graphic Organizer: Model beginning, middle, end by identifying the parts of a story; model writing a class story; model use T-Chart and web</p> <p> Graphic Org k-1-2.doc (File size: 19KB)</p> <p> Graphic Org 1.doc (File size: 23KB)</p> <p>Checklist for revising and editing: model simple checklist for a single sentence (capital, period, naming part, action part)</p> <p>Benchmark for Composition: write one or two complete sentences on topic with capitals at beginning and periods at end, using environmental print and</p>	<p>Genre:</p> <ul style="list-style-type: none"> Personal narrative (holiday themes) Constructing support (guided) topic, main idea, details <p>Literature Response: (1x per week) State opinion and tell why</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> write an answer to a comprehension question in journal <p>On-Demand Task: 1x per month (10 minutes)</p> <p>Writing Process Steps: Plan, Draft, Revise, Edit, Final Copy (model process for class story)</p> <p>Graphic Organizer: Model beginning, middle, end by identifying the parts of a story; model writing a class story; model use T-Chart and web</p> <p>Checklist for revising and editing: simple checklist for a single sentence (capital, period, naming part, action part)</p> <p>Benchmark for Composition: write two to three complete sentences on topic using environmental print and temporary or phonetic spelling</p> <p>Six Traits of Writing: Organization, Conventions</p>

	<p>temporary or phonetic spelling</p> <p>Six Traits of Writing: Organization, Conventions</p>	
<p>Skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • introduce logical sequence of events: beginning, middle, end • writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal • responds to "on-demand" task • uses environmental print/word wall • models writing 2 simple or 1 complex sentence with capitalization and punctuation • models identification of the components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • write answer to comprehension question in journal <p><u>Note-taking:</u> (begin in January)</p> <p><u>Reference Materials:</u> environmental print, word wall</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • capital at the beginning • punctuation (period, question mark, exclamation) • telling and asking sentences (using correct punctuation) • capitalize places (proper nouns) • plurals (more than one) • introduce short a and i in context of spelling (-at, -an, -ad, -in, -it, -im, -ig, -id) • naming part/noun -- who or what the sentence is about • action/verb -- what happens, what is who or what doing <p>Vocabulary List:</p> <ul style="list-style-type: none"> • plural -- more than one <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • writes clearly related sentences that begin to show sequence • writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal • responds to "on-demand" task • uses environmental print/word wall • models writing 3 simple or 2 complex sentences with correct capitalization and punctuation • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • write answer to comprehension question in journal <p><u>Note-taking:</u> (begin in January)</p> <p><u>Reference Materials:</u> environmental print, word wall</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • review previous skills • naming and action parts of sentences • complete sentences vs. fragment (Is it a sentence?) • telling, asking, exclaiming sentences with correct punctuation • capitalize day, month (proper nouns) • plurals (more than one) • consonant clusters (tr, cr, gr, dr) • short o and e (-on, -ot, -op, -et, -en, -ed, -es) <p>Vocabulary List:</p> <ul style="list-style-type: none"> • complete sentence -- has naming and action parts • fragment -- missing name or action part of the sentence <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>

<p>Assessment</p>	<ul style="list-style-type: none"> • Theme test: 1 and 2 combination • Checklist: letter and sound • Anecdotal Records • Sight words: ten week • Running record • Spelling tests • Teacher observation • Writing Assessment: Fall (topic) • Rubric/Continuum -- SCS Assessment <p> Writing Continuum for Grade 1.doc (File size: 55KB)</p> <ul style="list-style-type: none"> • Writing Folder <p> First Grade Rubric Nov.doc (File size: 59KB)</p>	<ul style="list-style-type: none"> • Checklist: letter and sounds • Spelling tests • Teacher observation
<p>Resources</p>		

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Developed by: *Stacey Clark*


Based on the Work of: *Lynda Diamond, Kimrae Alsheimer, Dan Neville*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Family and Friends (1 week)</p> <p>Home Sweet Home (3 weeks)</p> <p>Suggested time spent writing weekly: 150 minutes</p>	<p>Animal Adventures (3 weeks)</p> <p>Suggested time spent writing weekly: 150 minutes</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> Personal narrative (student choice) Character sketch Constructing support (topic, main idea, details) (independently) (teacher's choice) <p>Literature Response: (1x per week) express feelings about character and describe character</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> write an answer to a comprehension question in journal <p>On-Demand Task: 1x per month (10 minutes)</p> <p>Writing Process Steps: Plan, Draft, Revise, Edit, Final Copy (guided)</p> <p>Graphic Organizer: model "hamburger"</p> <p>Checklist for revising and editing: introduce full story checklist</p> <p>Benchmark for Composition: write two to three complete sentences on topic using environmental print and temporary or phonetic spelling</p> <p>Six Traits of Writing: Voice, Conventions</p>	<p>Genre:</p> <ul style="list-style-type: none"> Friendly letter Descriptive writing (animal or teacher choice; i.e. houses, vehicles) Fiction (100 Years From Now) <p>Literature Response: (1x per week) identify problem and solutions</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> write an answer to a comprehension question in journal <p>On-Demand Task: 1x per month (15 minutes)</p> <p>Writing Process Steps: Plan, Draft, Revise, Edit, Final Copy (independently)</p> <p>Graphic Organizer: guided "hamburger"</p> <p>Checklist for revising and editing: use checklist independently with teacher intervention as necessary</p> <p>Benchmark for Composition: write two to three complete sentences on topic using environmental print and temporary or phonetic spelling</p> <p>Six Traits of Writing: Voice, Conventions</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none"> writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal 	<p>Composition Skills:</p> <ul style="list-style-type: none"> writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal

	<ul style="list-style-type: none"> • responds to "on-demand" task • uses environmental print/word wall • models writing 3 simple or 2 complex sentences with correct capitalization and punctuation • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • identify and introduce evidence of the writer behind the story in teacher read-alouds • write answer to comprehension question in journal <p><u>Note-taking:</u> listen to a story and draw a picture related to the story</p> <p><u>Reference Materials:</u> environmental print, word wall, spelling dictionaries</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • review previous skills • I vs. me • What kind of sentence? • complete sentences vs. run-ons • capitalize titles • naming and action parts of sentences • exclamations • contractions (exposure) • introduce short u (-up, -us, -ut, -un) • consonant digraphs (sh, th, ch) • long i (in context) c-v-c-e (e.g. like) <p>Vocabulary List:</p> <ul style="list-style-type: none"> • run-ons -- and; and; and; -- forgotten stop signs • contractions -- two words put together in a shortened form; letters are dropped and replaced with an apostrophe <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>	<ul style="list-style-type: none"> • responds to "on-demand" task • uses environmental print/word wall • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • introduce and model 5 parts of a friendly letter (date, greeting, body, closing, signature) • model descriptive writing according to the writing process • uses descriptive words and sensory details • model problem/solution writing • begin "word processing" of personal writing at least once a month with assistance as needed • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • introduce and identify individuality in written pieces • write answer to comprehension question in journal <p><u>Note-taking:</u> listen to a story and draw a picture related to the story</p> <p><u>Reference Materials:</u> environmental print, word wall, spelling dictionaries</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • review previous skills • plurals, naming words, people and places • pronoun usage • review capitalization of sentences • naming and action parts of sentences • contractions (exposure) • descriptive words (adjectives) • long o and u (in context) c-v-c-e (e.g. nose, bone, home), c-v (e.g. me, he), ee (e.g. see, feet), ea (e.g. mean, eat) • long a as in -ay (e.g. may, say) <p>Vocabulary List:</p> <ul style="list-style-type: none"> • pronoun -- substitute for the naming part • adjective -- describing words <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>
Assessment	<ul style="list-style-type: none"> • Theme test: 4 • Checklist: letter and sounds • Sight words: twenty weeks • Running record 	<ul style="list-style-type: none"> • Checklist: letter and sounds • Spelling tests • Teacher observation

	<ul style="list-style-type: none">• Spelling tests• Teacher observation• Writing Assessment: Snow (topic)• Rubric/Continuum• Writing folder <p> First Grade Rubric Jan.doc (File size: 59KB) L</p>	
Resources		

First Grade Level Writing Map

Grade: 1

Course: 1st Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*


Based on the Work of: *Lynda Diamond, Kimrae Alsheimer, Dan Neville*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p>We Can Work It Out (3 weeks)</p> <p>Our Earth (1 week)</p> <p>Suggested time spent writing weekly: 150 minutes</p>	<p>Our Earth (2 weeks)</p> <p>Special Friends (1 week)</p> <p>Suggested time spent writing weekly: 150 minutes</p>
Content	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • Friendly Letter • Fiction: story (student choice) • Advertisement (poster - teacher choice) • Descriptive writing (teacher's choice) • Problem-solution (teacher's choice) <p><u>Literature Response:</u> (1x per week) write a new ending to a story</p> <p><u>Journal Writing:</u> (content or personal - 1x per week)</p> <ul style="list-style-type: none"> • write an answer to a comprehension question in journal <p><u>On-Demand Task:</u> 1X per month (15 minutes)</p> <p><u>Writing Process Steps:</u> Plan, Draft, Revise, Edit, Final Copy (independently)</p> <p><u>Graphic Organizer:</u> use "hamburger" (independently)</p> <p><u>Checklist for revising and editing:</u> use checklist independently</p> <p><u>Peer editing:</u> give and receive constructive feedback</p> <p><u>Benchmark for Composition:</u> write two to three complete sentences on topic using environmental print and temporary or phonetic spelling</p>	<p><u>Genre:</u></p> <ul style="list-style-type: none"> • Friendly Letter • Poetry (nature) (acrostic) • Descriptive writing (teacher's choice) <p><u>Literature Response:</u> (1x per week) how characters change</p> <p><u>Journal Writing:</u> (content or personal - 1x per week)</p> <ul style="list-style-type: none"> • write an answer to a comprehension question in journal <p><u>On-Demand Task:</u> 1X per month (15 minutes or more)</p> <p><u>Writing Process Steps:</u> Plan, Draft, Revise, Edit, Final Copy (independently)</p> <p><u>Graphic Organizer:</u> use "hamburger" (independently)</p> <p><u>Checklist for revising and editing:</u> use checklist independently</p> <p><u>Peer editing:</u> give and receive constructive feedback</p> <p><u>Benchmark for Composition:</u> write two to three complete sentences on topic using environmental print and temporary or phonetic spelling (until mid April, then 3+ until June)</p> <p><u>Six Traits of Writing:</u> Organization, Conventions</p>

	<p>Six Traits of Writing: Word Choice, Conventions</p>	
<p>Skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal • responds to "on-demand" task • uses environmental print/word wall • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • review 5 parts of a friendly letter (date, greeting, body, closing, signature) • writes a descriptive piece according to the writing process • introduction of fictional writing (terms: real, make-believe, fiction, non-fiction) • designs poster to relay information to an audience • writes a piece describing a problem and how it is solved • "word processing" of personal writing at least once a month with assistance as needed • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • model, introduce use of interesting and specific words • write answer to comprehension question in journal <p><u>Note-taking:</u> listen to a story and draw a picture related to the story</p> <p><u>Reference Materials:</u> environmental print, word wall, spelling dictionaries</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • review previous skills • pronouns (he, she, it) • proper nouns • plural verbs • adverbs (how) -- how something happens • vowel pairs -oa (e.g. boat), -ow (e.g. show), -oo (e.g. book) as in spelling words, -oo -ew, -ue, -ou (e.g. moon, zoo) as in spelling words 	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal • responds to "on-demand" task • uses environmental print/word wall • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • write 5 parts of a friendly letter (date, greeting, body, closing, signature) (group and independently) • model descriptive writing according to the writing process • model and introduce writing poetry (group) • "word processing" of personal writing at least once a month with assistance as needed • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • uses exact nouns and verbs • use computer technology to support development of early writing skills • write answer to comprehension question in journal <p><u>Note-taking:</u> listen to a story and draw a picture related to the story; write at least one sentence related to the picture</p> <p><u>Reference Materials:</u> environmental print, word wall, spelling dictionaries</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • review previous skills • action words • present tense/past tense • revising sentences -- more interesting sentences -- using questions (who, what, when, where, how); example, "He has a_____." expanded to "Kevin has a baby hippo in his giant bathtub one Thursday at his house." • vowel pairs -ou (e.g. house), -ow (e.g. cow) as in spelling • base words + plurals, -ed, -ing • sounds for "y" (e.g. my, fly, try) <p>Vocabulary List:</p> <ul style="list-style-type: none"> • present tense - now • revising - making content better

	<ul style="list-style-type: none"> • base word + ending -s <p>Vocabulary List:</p> <ul style="list-style-type: none"> • proper nouns - people, places, or things • adverbs - how • base words - the basic part of the word, hence "base" <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>	<p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Theme test: 6 • Checklist: letter and sounds • Sight words: thirty weeks • Running record • Spelling tests • Teacher observation • Writing Assessment: "There's a(n) <u>(animal)</u> <u>(preposition)</u> my <u>(noun)</u> ." • Rubric/Continuum • Writing folder <p> First Grade Rubric Mar.doc (File size: 59KB)</p>	<ul style="list-style-type: none"> • Checklist: letter and sounds • Spelling Tests • Teacher observation
<p>Resources</p>		

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Developed by: *Stacey Clark*


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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	<p>Special Friends (2 weeks)</p> <p>We Can Do It (2 weeks)</p> <p>Suggested time spent writing weekly: 150 minutes</p>	<p>We Can Do It (1 week)</p> <p>Suggested time spent writing weekly: 150 minutes</p>
Content	<p>Genre:</p> <ul style="list-style-type: none"> • Friendly Letter • Descriptive paragraph • Poetry • Compare/contrast <p>Literature Response: (1x per week) compare/contrast characters</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> • write an answer to a comprehension question in journal <p>On-Demand Task: 1X per month (15 minutes or more)</p> <p>Writing Process Steps: Plan, Draft, Revise, Edit, Final Copy (independently)</p> <p>Graphic Organizer: use "hamburger" (independently)</p> <p>Checklist for revising and editing: use checklist independently</p> <p>Peer editing: give and receive constructive feedback</p> <p>Benchmark for Composition: write three+ complete sentences on topic using environmental print and temporary or phonetic spelling</p> <p>Six Traits of Writing: Sentence Fluency, Conventions</p>	<p>Genre:</p> <ul style="list-style-type: none"> • Friendly Letter • Descriptive paragraph • Poetry • Compare/contrast • Memory Book <p>Literature Response: (1x per week) personal response to poetry or literature</p> <p>Journal Writing: (content or personal - 1x per week)</p> <ul style="list-style-type: none"> • write an answer to a comprehension question in journal <p>On-Demand Task: 1X per month (15 minutes or more)</p> <p>Writing Process Steps: Plan, Draft, Revise, Edit, Final Copy (independently)</p> <p>Graphic Organizer: use "hamburger" (independently)</p> <p>Checklist for revising and editing: use checklist independently</p> <p>Peer editing: give and receive constructive feedback</p> <p>Benchmark for Composition: write three+ complete sentences on topic using environmental print and temporary or phonetic spelling</p> <p>Six Traits of Writing: Sentence Fluency, Conventions</p>

<p>Skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal • responds to "on-demand" task • uses environmental print/word wall • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • review 5 parts of a friendly letter (date, greeting, body, closing, signature) (group and independently) • writes a descriptive paragraph using sentence variety (group) • model writing a compare/contrast piece using a Venn diagram as a model • share writing through "author's circle" • "word processing" of personal writing at least once a month with assistance as needed • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • begins to use more variety and complexity of sentences • write answer to comprehension question in journal <p><u>Note-taking:</u> listen to a story and draw a picture related to the story; write at least one sentence related to the picture</p> <p><u>Reference Materials:</u> environmental print, word wall, spelling dictionaries</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • fine tune skills previously taught • is and are • was and were • describing what we see • extended sentences (revising content) • editing skills practiced • base words + ending -es (e.g. dishes, wishes) • vowel pairs -oi, -oy (e.g. soil, toy) • r controlled -or, -ore (e.g. store, corn, or); -ar (e.g. car, far, star) <p>Vocabulary List:</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • writes a response to likes/dislikes (states a reason), questions, fact/opinion, or literature response in journal • responds to "on-demand" task • uses environmental print/word wall • identifies components of a complete sentence (naming and action / nouns and verbs -- use both sets of terms) vs. a sentence fragment • review 5 parts of a friendly letter (date, greeting, body, closing, signature) • model writing a compare/contrast piece using a Venn diagram as a model • share writing through "author's circle" • "word processing" of personal writing at least once a month with assistance as needed • understands and uses rhyming • answers a question in a complete sentence • sequence events/order information • use computer technology to support development of early writing skills • begins to use more variety and complexity of sentences • write answer to comprehension question in journal <p><u>Note-taking:</u> listen to a story and draw a picture related to the story; write at least one sentence related to the picture</p> <p><u>Reference Materials:</u> environmental print, word wall, spelling dictionaries</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • review previous skills • comparing -er/-est • describing - hear, taste, feel • base endings -er, -est (e.g. newer, warmest) <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>

	<ul style="list-style-type: none"> • editing -- fixing your mistakes <p><u>DOL/DLP</u> (integrate above skills as appropriate)</p>	
Assessment	<ul style="list-style-type: none"> • Theme test: 9 (friendly letter) • Checklist: letter and sounds • Sight words: forty weeks • Running record • Spelling tests • Teacher observation • Author's Circle: self-assessment • Writing Assessment: Zoo (topic) • Rubric/Continuum • Writing folder <p> First Grade Rubric May.doc (File size: 58KB)</p>	<ul style="list-style-type: none"> • Checklist: letter and sounds • Spelling tests • Teacher observation
Resources		