Curriculum Map

Course Title: English Language Arts Grade: 1st

Unit (Name/Number): Writing Pacing: Year long instruction and practice

Essential Question(s): What makes clear and effective writing? Why do writers write? How does the audience determine what and how one writes?

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
 Informational/Explanatory Write informative/ explanatory texts to examine a topic and convey ideas and information. Create a picture about a particular nonfiction topic and write about it Use common spelling patterns, phonemic awareness, and spelling conventions when writing. 	Common Core W.1.2 PA Core CC.1.4.1.A	 explanatory nonfiction phonemic awareness 	RCC: Lessons F,I Teacher Modeling Kid Writing Mentor Texts Framing Your Thoughts (Intervention - Visualizing and Verbalizing, Project Read Report Form) Read Write Think - Adventures in Nonfiction: A Guided Inquiry Journey Read Write Think - From Fact to Fiction:	Assessment Options: SAS Assessment Builder Achieve the Core - Informative/Explanatory Writing (Consider this as a shared writing activity, and monitor student participation)
 Identify and write about one specific topic Respond to writing prompts on a specific topic. Choose a specific topic to write about. 	Common Core W.1.2 PA Core CC.1.4.1.B	• topic	Drawing and Writing Stories Teacher Modeling Reading Street/Picture Books SAS - Helping Writers Choose and Focus on a Topic Read Write Think - Helping Writers Choose and Focus on a Topic	Required Assessment: Writing Continuum
 Develop the topic with two or more facts. Brainstorm main ideas on a chosen topic. (e.g., topic—bats, ideas—helpful, mammal, scary) Choose a main idea to focus writing on topic. Generate relevant details that support the topic Use graphic organizers to logically organize and group information. 	Common Core W.1.2 PA Core CC.1.4.1.C	brainstormfocusdetails	Read Write Think - Weekend News - A Weekly Writing Activity Read Write Think - Small Group Guided Writing Read Write Think - Collaborating on a Class Book: Exploring Before-During-After Sequence Read Write Think - I Wonder. Writing	

 Logically organize and group information when writing. Include an ending sentence Choose words and phrases for effect Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.: Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	Common Core W.1.2 PA Core CC.1.4.1.D	 graphic organizers ending sentence conventions grammar patterns 	Scientific Explanations with Students Teacher Modeling Kid Writing SAS - Group information and provide a sense of closure Spelling City Words Their Way Framing Your Thoughts	
 Opinion/Argumentative Write opinion pieces on familiar topics. Participate in discussions about fact and opinion. Generate an opinion and write about it. Use common spelling patterns, phonemic awareness, and spelling 	Common Core W.1.2 PA Core CC.1.4.1.E	factopinion	Teacher Modeling Framing Your Thoughts Words Their Way Spelling City	
Form an opinion by choosing among given topics. Choose topic. State an opinion.	Common Core W.1.2 PA Core CC.1.4.1.G		SAS: Form an opinion by choosing between two given topics.	Assessment Options: SAS Assessment Builder Required Assessment: Writing Continuum
Support the opinion with reasons related to the opinion. • Participate in discussions supporting	Common Core W.1.2 PA Core	supportreasons	from SAS: Sample opinion rubric from SAS: Sample Anchor Chart for Opinion Writing	

 opinions. Generate relevant reasons that support the opinion Use common spelling patterns, phonemic awareness, and spelling conventions when writing 	CC.1.4.1.I		Words Their Way Spelling City	
Create an Organizational structure that includes reasons and provides some sense of closure. • Use graphic organizers to logically organize and group information. • Logically organize and group reasons when writing. • Include an ending sentence	Common Core W.1.2 PA Core CC.1.4.1.J			
Use a variety of words and phrases.Use vivid and precise language.	Common Core W.1.2 PA Core CC.1.4.1.K			
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	Common Core W.1.2 PA Core CC.1.4.1.L		Framing Your Thoughts Words Their Way Spelling City	
Narrative Write narratives to develop real or imagined experiences or events. The learner will: • Write about a real or imagined	Common Core W.1.2 PA Core CC.1.4.1.M	narrativeexperienceevent	Learn Zillion - 9 lessons for narrative writing Grade 2 (adapt as Shared Writing) Read Write Think: From Fact to Fiction: Drawing and Writing Stories	

experience or event. Use common spelling patterns, phonemic awareness, and spelling conventions when writing. Establish who and what the narrative will be about. Generate ideas for writing. Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story	Common Core W.1.2 PA Core CC.1.4.1.N	 idea who what events 	Teacher Modeling Framing Your Thoughts Words Their Way Spelling City Read Write Think: Draw a Story: Stepping from Pictures to Writing	Assessment Options: SAS Assessment Builder Required Assessment: Writing Continuum
Include thoughts and feelings to describe experiences and events. • Participate in discussions describing experiences and events.	Common Core W.1.2 PA Core CC.1.4.1.0			
Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. • Understand stories can be told about a single event or several loosely linked events. • Understand that a single event is made up of a series of smaller events that are in a sequence. (e.g., first, next, last, before) • Sequence two or more events using temporal words.	Common Core W.1.2 PA Core CC.1.4.1.P	 sequence words/order words closing sentence 	Read Write Think: Collaborative Stories 1: Prewriting and Drafting	

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 End with a closing sentence. Use a variety of words and phrases. Use vivid and precise language. 	Common Core W.1.2 PA Core CC.1.4.1.Q		Read Write Think: Theme Poems: Using the Five Senses	
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common • spelling patterns, phonemic awareness, and spelling conventions.	Common Core W.1.2 PA Core CC.1.4.1.R		Teacher Modeling Framing Your Thoughts Words Their Way Spelling City	
Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. The learner, with guidance and support, will: Understand that drawings and dictation convey meaning to an audience. Understand writing may have to be changed to make meaning more clear. Share work with others. Participate in discussions about their work. When prompted make changes to	Common Core W.1.2 PA Core CC.1.4.1.T	• revise	Read Write Think: Collaborative Stories 2: Revising Writing Fix - Digital Photos for Writing	Assessment Options: SAS Assessment Builder Required Assessment: Writing Continuum

 work based on feedback. Respond to questions and suggestions from peers. Add details to strengthen writing as needed. 				
Technology and Publication With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers. • Use a variety of digital tools to produce and publish writing.	Common Core W.1.2 PA Core CC.1.4.1.U		Read Write Think: Shared Experiences, Individual Impressions: Buddies Create PowerPoint Stories Read Write Think: What's the Difference? Beginning Writers Compare E-mail with Letter Writing	
Conducting Research Participate in individual or shared research and writing projects. •Ask adults or peers for explanations or information using why, how, where, and when. (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?") •Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information	Common Core W.1.2 PA Core CC.1.4.1.V	researchfacts	Read Write Think: Investigating Animals: Using Nonfiction for Inquiry-Based Research	
Credibility, Reliability, and Validity of Sources With guidance and support, recall information from experiences or gather information from provided sources to answer a question. Respond to prompts which require reference to prior experiences. Relate prior experiences in learning to a current topic.	Common Core W.1.2 PA Core CC.1.4.1.W			

 Recall information from experiences. Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. 				
Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks,purposes, and audiences. • Engage in writing opportunities including journaling. • Revisit previous work. • Respond to writing prompts. • Choose to write independently during play.	Common Core W.1.2 PA Core CC.1.4.1.X	<u>6</u> <u>1</u>	Read Write Think: Reading and Writing about Whales Using Fiction and Nonfiction Texts (Letter Writing) Read Write Think: How Does my Garden Grow? Writing in Science Field Journals	