

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

First Grade Writing

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 1: Launching with Small Moments <i>September</i>	<ul style="list-style-type: none"> • I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can write an ending. 	W.1.3	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 2: Writing-for-Readers <i>October</i>	<ul style="list-style-type: none"> • I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can write an ending. 	W.1.3	Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues Unit 5: Opinion Writing: Persuasive Letters and Speeches <i>November/December</i>	<ul style="list-style-type: none"> • I can introduce my topic. • I can tell my opinion about a book. • I can give a reason for my opinion. • I can write a conclusion. 	W.1.1	Pre- and Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website Conferring Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 4: Procedural Writing: How-to Books</p> <p><i>January</i></p>	<ul style="list-style-type: none"> • I can name a topic. • I can give some facts about a topic. • I can write a conclusion. • I can research and write with my teacher and classmates (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 	<p>W.1.2 W.1.7</p>	<p>Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher’s College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 6: Authors as Mentors: Craftsmanship and Revision</p> <p><i>February</i></p>	<ul style="list-style-type: none"> • I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can write an ending. • I can use my writing partner’s questions and ideas to add details and strengthen my writing, with adult help. 	<p>W.1.3 W.1.5</p>	<p>Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher’s College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 10: Poetry: Powerful Thoughts in Tiny Packages</p> <p><i>March</i></p>	<ul style="list-style-type: none"> • I can read and write first grade level poetry, with adult help. 	<p>RL.1.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 7: Informational Books</p> <p><i>April/May</i></p>	<ul style="list-style-type: none"> • I can name a topic. • I can give some facts about a topic. • I can write a conclusion. • I can use my writing partner’s questions and ideas to add details and strengthen my writing, with adult help. • I can research and write with my teacher and classmates (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • I can remember information from experiences and find information from resources to answer a question, with adult help. 	<p>W.1.2 W.1.5 W.1.7 W.1.8</p>	<p>Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher’s College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 1 by Lucy Calkins and Colleagues</p> <p>Unit 8: Cross-Genre Writing Projects</p> <p><i>May/June</i></p>	<ul style="list-style-type: none"> • I can write an ending. • I can introduce my topic. • I can tell my opinion about a book. • I can give a reason for my opinion. • I can write a conclusion. • I can name a topic. • I can give some facts about a topic. • I can write a small moment (personal narrative). • I can include some details to tell what happened. • I can use time words to show the order of events (e.g., sunrise, noon, evening). • I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help. • With adult help, I can use technology to publish my writing on my own or with my classmates. 	<p>W.1.1 W.1.2 W.1.3 W.1.5 W.1.6</p>	<p>Post-Assess Any Genre (applies to students who did not previously meet standards) Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
---	---	--	--