2016-2017 1st Grade Overview: Writing

Month(s)	Unit	Key Concepts "Students will know…"	Key Skills "Students will be able to…"
September/October	Small Moments: Writing with Focus, Details and Dialogue	● The routines and structure of writing workshop. ● How to tell about their life experiences by writing many true stories across pages. ● How to zoom in on one small moment. ● Revision/editing strategies. ● How to use tools independently. ● How to write snap words and develop strategies for writing unknown words. ● Partnership strategies	● Use writing tools effectively and independently. ● Write a true story by – thinking-sketching and writing. ● Write many stories across 3 page booklets. ● Revise and edit written work. ● Study mentor texts to improve craft. ● Write new words with increased independence. ● Reread written work to check for clarity. ● Work with a partner to revise, edit and grow ideas.
October/November	Writing How-to Books	● How to generate lots of ideas for topics they love. ● How to teach step by step directions. ● How to write in a clear way that everyone can read. ● How to revise and edit using many strategies.	● Use a graphic organizer to list many ideas for how-to books. ● Break down processes into simple actions and steps. ● Re-read their writing for clarity. ● Fix up their stories using various strategies learned in mini-lessons.
November/December	Non-Fiction Chapter Books	● Informational writing has a teaching voice as opposed to a story telling voice and relays information over storyline. ● Informational writing uses facts, not opinions. ● Informational writing has text features that teach us more. ● Informational writing is organized into chapters or pages that teach about a part of a topic (understanding of headings). ● Informational writing includes a variety of sentence.	● Write an all about book on a topic that they know a lot about. ● Write in an informative voice. ● Attempt to include text features to teach. ● Write several "chapters" about a given topic. ● Write an opening sentence for each chapter. ● Include important details about the topic with key vocabulary. ● Put headings or titles on their chapters and stick to the heading topic in a given chapter. ● Writes with some sort of closure. ● Use a variety of sentence patterns to teach.
January/February	Persuasive Writing: Writing Reviews	● Opinions are how we feel about a topic or idea. ● Opinions should be based off of prior experience. ● Opinions can become persuasive. ● Persuasion means to try to get someone to agree with your opinion or idea. ● Persuasive writers state their opinion ● Persuasive writers have strong reasons to support their opinion	• Judge a collection of items and rank them in an order of preference based off their opinion. • Develop reasons to support their opinions. • Judge places, events, objects, etc. and write persuasively about them. • Write book reviews about a favorite text • Write introduction statements • Write in a persuasive voice, using sentence starters such as "One

		and they often start with their strongest reason, 2nd strongest reason (rank), etc. ● Persuasive writers tie up their pieces with a final conclusion statement.	reason..." or "I think that..." • Write conclusion statements to tie up a piece. • Use digital tools to persuade their reader through photographs or pictures.
February/April	Poetry and Songs	● Use of repetition. ● Use of sound effects. ● Use of rhythm/sensory language. ● How to incorporate line breaks to make their poems sound smooth. ● Use of similes/metaphors. ● That poets convey strong emotions in their poems by creating images in the reader's mind.	• Observe things through a poet's eye by seeing the significance in ordinary details of their lives. • Incorporate detailed, descriptive language in their writing by using their five senses. • Find big topics that give them strong, big feelings. • Write about their topic, experimenting with line breaks and white space. • Use comparisons to convey feelings/meaning. • Include patterns in their poems to support meaning (come back lines-repetition). • Use precise words to covey their message. • Contrast ordinary and poetic language. • Revise and edit their poems using a revision checklist.
April/May	From Scenes to Stories: Writing Fiction	● What a character is ● What their character likes/dislikes and how they act. ● What a real-life problem is. ● How to solve a problem. ● How to stretch out the story to get to the solution. ● How to provide closure to my story. ● How to revise with elaboration.	• Write a focused chronological story about a character who experiences a problem that is solved through a sequence of micro events. • Produce a piece of writing that has some sense of closure that may involve an emotional response or an ending action related to the story. • Revise with elaboration by: • incorporating ideas and feelings into their descriptions of people, places, things or events • describing actions of over 3 to 4 sentences; • using dialogue - which can be written in speech bubbles or standard form. • using suspense words (suddenly, just then, before they knew it).
June	Independent Writing Projects	● Writing has different genres: narrative, informational, and persuasive ● There are different types of writing with different audiences in mind ● Conventions of writing	● Choose the right genre for their purpose ● Self-Assess their writing pieces in order to self-select the type of writing to continue to practice--narrative, informational, or persuasive.

		○ Punctuation ○ Capitalization ○ Spelling ● Revision Strategies: ○ Elaboration techniques	