

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**First Grade Writing**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>LEARNING TARGETS</b> Students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> 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"> <li>• I can write a small moment (personal narrative).</li> <li>• I can include some details to tell what happened.</li> <li>• I can use time words to show the order of events (e.g., sunrise, noon, evening).</li> <li>• I can write an ending.</li> </ul>	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"> <li>• I can write a small moment (personal narrative).</li> <li>• I can include some details to tell what happened.</li> <li>• I can use time words to show the order of events (e.g., sunrise, noon, evening).</li> <li>• I can write an ending.</li> </ul>	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"> <li>• I can introduce my topic.</li> <li>• I can tell my opinion about a book.</li> <li>• I can give a reason for my opinion.</li> <li>• I can write a conclusion.</li> </ul>	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"> <li>• I can name a topic.</li> <li>• I can give some facts about a topic.</li> <li>• I can write a conclusion.</li> <li>• 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).</li> </ul>	<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"> <li>• I can write a small moment (personal narrative).</li> <li>• I can include some details to tell what happened.</li> <li>• I can use time words to show the order of events (e.g., sunrise, noon, evening).</li> <li>• I can write an ending.</li> <li>• I can use my writing partner’s questions and ideas to add details and strengthen my writing, with adult help.</li> </ul>	<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"> <li>• I can read and write first grade level poetry, with adult help.</li> </ul>	<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"> <li>• I can name a topic.</li> <li>• I can give some facts about a topic.</li> <li>• I can write a conclusion.</li> <li>• I can use my writing partner’s questions and ideas to add details and strengthen my writing, with adult help.</li> <li>• 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).</li> <li>• I can remember information from experiences and find information from resources to answer a question, with adult help.</li> </ul>	<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"> <li>• I can write an ending.</li> <li>• I can introduce my topic.</li> <li>• I can tell my opinion about a book.</li> <li>• I can give a reason for my opinion.</li> <li>• I can write a conclusion.</li> <li>• I can name a topic.</li> <li>• I can give some facts about a topic.</li> <li>• I can write a small moment (personal narrative).</li> <li>• I can include some details to tell what happened.</li> <li>• I can use time words to show the order of events (e.g., sunrise, noon, evening).</li> <li>• I can use my writing partner's questions and ideas to add details and strengthen my writing, with adult help.</li> <li>• With adult help, I can use technology to publish my writing on my own or with my classmates.</li> </ul>	<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>
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