

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
September	<p><u>Unit 1: Launching the Writers' Workshop</u></p> <ul style="list-style-type: none"> • What does writers' workshop look and sound like? • What do writers do? <p>-----</p> <ul style="list-style-type: none"> • Introduce and model routines, structures and key elements of the writing process and writers' workshop. • Demonstrate command of the conventions of standard English grammar and usage when writing. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Establish and use routines. • Develop an understanding of the writing process. • Build stamina. • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • Print all upper- and lowercase letters. • Capitalize the first word in a sentence and the pronoun <i>I</i>. (K) • Recognize and name end punctuation. (K) • Write a letter or letters for most consonant and short-vowel sounds (phonemes). (K) • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K) 	<ul style="list-style-type: none"> • Common Baseline Writing Assessment • Small moments booklets • Teacher observation/ writing conferences
October	<p><u>Unit 2: Personal Narrative</u></p> <ul style="list-style-type: none"> • How can our real life experiences become a story? • How do I make my stories readable? <p>-----</p>	<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • Capitalize names of people. • Use end punctuation for sentences. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<ul style="list-style-type: none"> • Personal narrative • Teacher observation/ writing conferences

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	
November	<p><u>Unit 3: Realistic Fiction</u></p> <ul style="list-style-type: none"> • What is the difference between fiction and realistic fiction? • How do I create an imaginative story with a problem and a solution? <p>-----</p> <ul style="list-style-type: none"> • Story writing • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Capitalize names of people. • Use end punctuation for sentences. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Realistic fiction writing sample • Teacher observation/ writing conferences
December	<p><u>Unit 4: Procedural Writing</u></p> <ul style="list-style-type: none"> • How can I teach others what I know how to do through writing? <p>-----</p> <ul style="list-style-type: none"> • Explicitness, clarity, and sequence 	<ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> • How-To book and video • Teacher observation/ writing conferences

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
January	<p><u>Unit 5: Opinion Writing</u></p> <ul style="list-style-type: none"> • How can we use writing to share our opinions? • How can we use writing to persuade others? • How might I use writing to make the world better? <p>-----</p> <ul style="list-style-type: none"> • Letter writing • Persuasive writing • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Opinion writing on various topics 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Persuasive letter • Opinion writing • Teacher observation/ writing conferences
February	<p><u>Unit 6: Determining Importance/All About Books/Geography</u></p> <ul style="list-style-type: none"> • What is determining importance? • How do I determine importance when I read? • How does determining importance help me as a reader/writer/researcher? 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 	<ul style="list-style-type: none"> • Pre-unit and post-unit assessment on mapping skills • Geography themed All About book and rubric

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
	<ul style="list-style-type: none"> • Where can I find information? • How can I organize my information? • How can I share what I have learned? • What is a map? • Why/how can we use maps for research? <p>----- Students will use nonfiction texts to determine importance and craft informational writing products about geography unit themes. They will research informational text and write All About books focusing on geographical features.</p>	<ul style="list-style-type: none"> • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • Use the illustrations and details in a text to describe its key ideas. • Identify the reasons an author gives to support points in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • With prompting and support, read informational texts appropriately complex for grade 1. • Demonstrate understanding of the organization and basic features of print. • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 	

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
		<ul style="list-style-type: none"> • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). 	

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
March	<p><u>Unit 7: Determining Importance/Informational Books/Culture and Diversity</u></p> <ul style="list-style-type: none"> • What is determining importance? • How do I determine importance when I read? • How does determining importance help me as a reader/writer/researcher? • Where can I find information? • How can I organize my information? • How can I share what I have learned? • What is a biography? • Where can we find important facts about a person's life? <hr/> <p>Students will use nonfiction, biographical texts to determine importance and write biographies about important women in history.</p>	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • Use the illustrations and details in a text to describe its key ideas. • Identify the reasons an author gives to support points in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • With prompting and support, read informational texts appropriately complex for grade 1. • Demonstrate understanding of the organization and basic features of print. • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Women in history themed biography (informational book) • End of unit assessment checklist of nonfiction book elements

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
	<p>They will research informational text and write Informational Books focusing on women who have had an impact on our culture’s understanding of diversity and the role women can have in society.</p>	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a good topic and use them to write a sequence of instruction). • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. 	

New Paltz Central School District
Writing
First Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
		<ul style="list-style-type: none"> • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). 	
April	<p><u>Unit 8: Informational Books</u></p> <ul style="list-style-type: none"> • Where can I find information? • How can I organize my information? • How can I share what I've learned? <p>-----</p> <ul style="list-style-type: none"> • Organization • Writing a Table of Contents • Text features • Incorporating technical vocabulary • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Pre-assessment • Teacher observation/writing conferences • All About book/checklist

**New Paltz Central School District
Writing
First Grade**

Time	Essential Questions/ Content	Standards/Skills	Assessments
May - June	<p><u>Unit 9: Informational Writing About Science</u></p> <ul style="list-style-type: none"> • How can I record what I observe? • How do I write like a scientist? ----- • Expository writing • Recording information in various • Accuracy and detail 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Use capital letters appropriately. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently used words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • Engage in science experiments followed by expository writing. • Use word banks, graphic organizers, and writing frames (visual scaffolding). • Edit. 	<ul style="list-style-type: none"> • Teacher observation/ writing conferences • Science Notebook Criteria