

MIAMI- DADE COUNTY PUBLIC SCHOOLS
DIVISION OF LANGUAGE ARTS/READING



FIRST GRADE TEACHERS

WRITING

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Transitioning Grade 1 to CCSS Day 2

So what does the CCSS say
about **WRITING**?

Before we delve into writing . . .

Let's talk about what we know
about writing instruction!

Let's Explore The Common Core!


A Guide for...Grade 1 *Transition from NGSSS to CCSS*



For English Language Arts & Literacy in History/Social Studies, Science,
and Technical Subjects

<http://www.corestandards.org/>



Strands 	Components	Correlation within the Writing Process	Things that make you go HUM!?!	How will it impact your instruction?
Writing	Text Types & Purposes			
	Production & Distribution of Writing			
	Research to Build & Present Knowledge			
Language	Conventions			
	Vocabulary			
Print Concepts				
Speaking & Listening	Comprehension & Collaboration			
	Presentation of Knowledge & Ideas			



Let's Do A Little Backmapping!

Grade 2	Grade 1	Kindergarten
Text Types and Purposes		
<p><u>W.2.3.</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.</p>	<p><u>W.1.3</u> 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.</p>	<p><u>W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

How do we Assess Primary Writing?


Primary Writing Rubric

(for teacher purposes only NOT for the student)



Grade	Low	Medium	High Common Core State Standards (NGSSS)	Exemplar Samples of Student Writing Common Core State Standards
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1	<p><u>Draws a picture</u> about the topic</p> <p>AND/OR</p> <p><u>Writes 1 sentence</u></p> <p>which demonstrates the student is ON-topic</p>	<p><u>Draws a picture</u> about the topic</p> <p>AND/OR</p> <p><u>Writes 2 or more sentences</u></p> <p>BUT</p> <p><u>not a complete thought</u> or <u>paragraph</u></p> <p>which demonstrates the student is ON-topic</p>	<p><u>W.1.1 Persuasive/Opinion:</u> (LA.1.4.3.1)</p> <ul style="list-style-type: none"> Introduce topic or name the book State an opinion Write a reason for the opinion Sense of closure <p><u>W.1.2 Informative/Explanatory:</u> (LA.1.4.2.2)</p> <ul style="list-style-type: none"> Name a topic State facts about the topic Sense of closure <p><u>W.1.3 Narrative:</u> (LA.1.4.1.1)</p> <ul style="list-style-type: none"> Two or more sequenced events Some details about what happened Temporal words to signal event order Sense of closure <p><u>L.1.2: Conventions:</u></p> <ul style="list-style-type: none"> L.1.2a: <u>Capitalize:</u> (LA.K.3.4.2) Dates Names of people L.1.2b: <u>End punctuation</u> (LA.1.3.4.6) L.1.2c: <u>Commas:</u> (LA.1.3.4.3) Dates To separate single words in a series L.1.2d: <u>Conventional spelling:</u> (LA.1.3.4.1) Common patterns Irregularly spelled words L.1.2e: Spell <u>untaught</u> words phonetically <p><u>Goal: Developmental Writer Characteristics</u></p> <ul style="list-style-type: none"> -Writes many details on a topic -Can write beyond personal experience -Experiments with description & word choice -Uses mostly simple and complex sentences -Some convention spelling or inventive -Uses punctuation 	<p><u>W.1.1 Persuasive/Opinion:</u></p> <ul style="list-style-type: none"> None provided by CCSS. <p><u>W.1.2 Informative/Explanatory:</u></p> <ul style="list-style-type: none"> Contains a title Names the topic Supplies many facts about the topic Sense of closure Beginning of sentence capitalized Variety of ending punctuation Capitalizes proper nouns Labeled diagrams Pictures containing labeled maps Descriptive and sensory details Specific word choice <p><u>W.1.3 Narrative:</u></p> <ul style="list-style-type: none"> Contains a title Established the situation with the opening sentence Two or more sequenced events Includes some details regarding what happened Contains feelings & indirect dialogue Descriptive and sensory word choice Uses a comparison Temporal words to signal event order Sense of closure Understands various uses of capital letters Some punctuation
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Characteristics	Gr. 1	Developmental Stages Of Writing	
		Instructional Focus	Example
<p>Early Writers:</p> <ul style="list-style-type: none"> writes more than one detail on a topic chooses topics that are generally related to experience has many concepts about print e.g. directionality may not understand spaces around words connects letters to sounds has a small repertoire of high-frequency words 		<ul style="list-style-type: none"> generating several details on a topic readable phonetic spellings representing every sound in a word conventional spelling of high-frequency words concept of "word boundaries" revision by "adding on" <i>should be moved from writing words to sentences to groups of sentences</i> 	
<p>Developing Writers:</p> <ul style="list-style-type: none"> writes many details on a topic can write about topic beyond personal experience begins to experiment with description and word choice uses mostly simple and complex sentences spells many words conventionally or uses phonetic spelling uses punctuation 		<ul style="list-style-type: none"> organizing information and details planning—beginning, middle, end expanding descriptive language writing with personality and voice spelling patterns and strategies sentence combining 	<p>Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>
<p>Fluent Writers:</p> <ul style="list-style-type: none"> creates writing that has a flow and sounds fluent writes about imaginative ideas beyond personal experience prewrites using a variety of organizational and planning tools accesses a variety of text forms for different purposes uses descriptive language and complex sentences demonstrates a writer's voice appropriate to purpose and audience. has age appropriate mastery of conventions 		<ul style="list-style-type: none"> increasing control of conventions increasing sophistication of vocabulary and sentences precise word choice energized by powerful verbs figurative language variety in text forms, audience, perspective independent revision and editing attention to writer's craft 	<p>Mrs. Stern was the meanest teacher in the world. She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>

1-28-02
My Big Book
About Spain
By _____



Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a big country. Spain is a big country. Spain has a lot of people. In some of the cities they make and sell special food. Some of the food is called paella. Some of the food is called tapas. I would want to see some. I think Spain looks like a nice place to live.




Some of the people the people are kind. Some of the people are mean. Some of the people are nice. Spain has a lot of different people. In the south they live in the mountains. The dogs like to play with their friends. Spain is very colorful. If you go there you will see a really Spain has a neighbor.



Spain's neighbors are France, Portugal, Algeria, Portugal and Morocco. One day when I am a country I am going to go to Spain and will be about 44.

Informative Exemplar

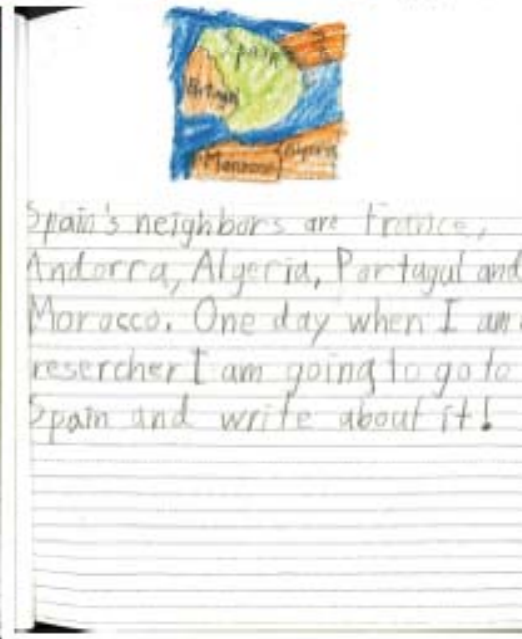
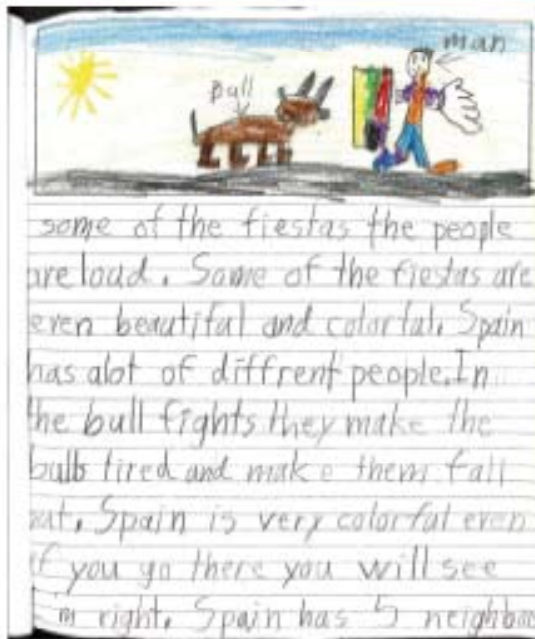
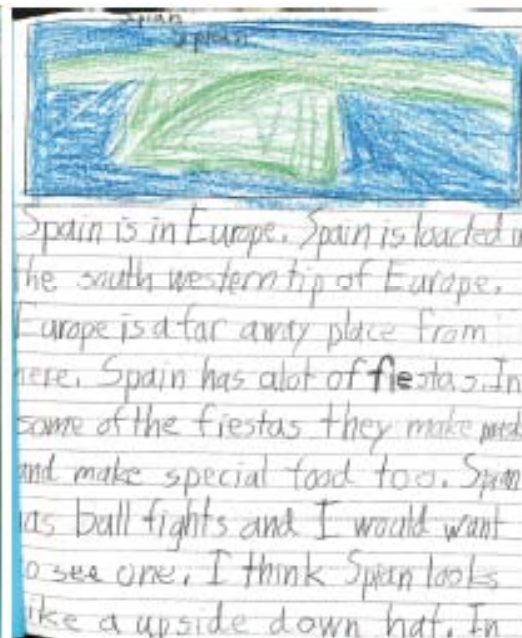
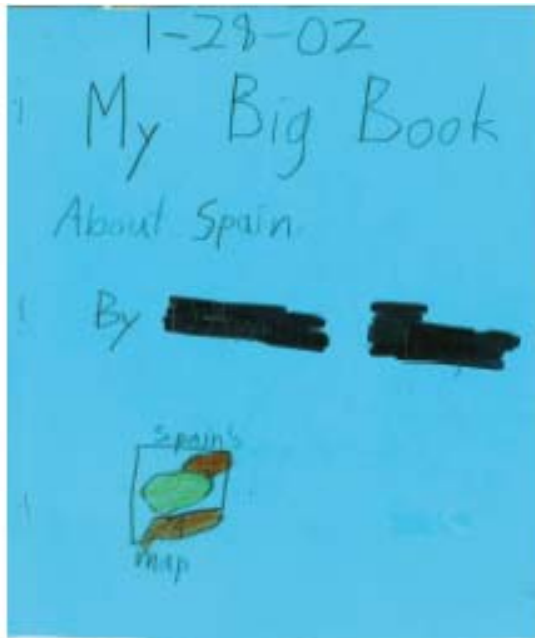
I bot a little cotton ball
Jason



I went to buy a hamster
I was excited I was
All the way home but I did
want to get a hamster I got a
A hamster hamster but
I got a hamster when I got home

Let come from the south west
Has a big hamster I got my
mom and daddy they got to
this hamster was different
I was I got a hamster
Because she was so soft and fluffy
The hamster is sitting in the ball.

Narrative Exemplar



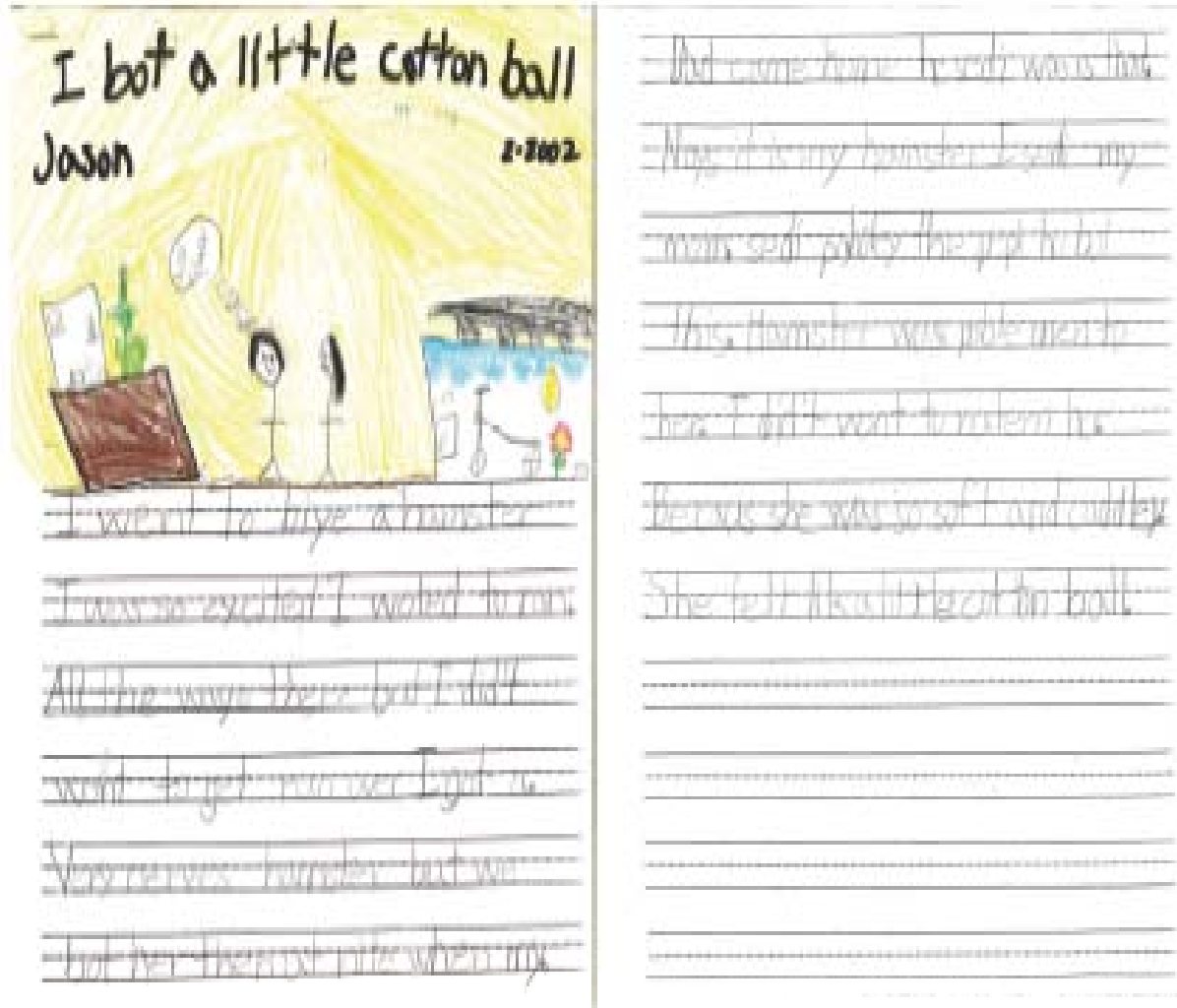
Annotation

The writer of this piece

- names the topic (in the title).
 - My Big Book About Spain
- supplies some facts about the topic.
 - Spain is located in the south western tip of Europe
 - Spain has a lot of fiestas.
 - Spain . . . has bull fights. . .
 - Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.
- provides some sense of closure.
 - One day when I am a researcher I am going to go to Spain and write about it!
- demonstrates command of some of the conventions of standard written English.
 - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



I bot a little cotton ball
Jason 2-2002

I went to biye a hamster
I was so excited I woted to run
All the way there but I did
want to get runner I got a
Very nerves hamster but we
bot her the most nite when my
Dad came home he sedi was is that
Noys it is my hamster I sed my
mans sedi polity the ptp he bi
this hamster was jube nice to
her I did't want to ratern her
Because she was so soft and cuddley
She felt lik a little cotton ball

Annotation

The writer of this piece

- establishes the situation with the opening sentence.
 - I went to biye a hamster . . .*
- recount two or more appropriately sequenced events.
 - I got a. Very nerves hamster. . . then at nite when my. Dad came home*
- includes some detail regarding what happened.
 - I was so excited I woted to run. All the way there . . .*
- uses temporal words to signal order (though the writer does not consistently include them).
 - Then at nite whey my. Dad came hone he sedi was is that. Noys. . .*
- provides some sense of closure.
 - I Did't want to ratern her. Because she was so soft and cuddley. She felt lik a little cotton ball.*

What Research Says About Primary Writing

Teaching the Youngest Writers

by Marcia Freeman

If we start in the earliest grades, teach print principles, expository and narrative writing-craft techniques, composing and convention skills and provide lots of practice, we can help children become better writers.

We have learned empirically that children who apply their emerging phonetic skills to their writing learn to read earlier than children who do not. We have discovered empirically that children's spelling evolves from experimental and temporary spelling to conventional. We know that children revise and edit as a natural result of sharing and publishing.

When children from these successful writing classrooms enter third grade, their teachers are astounded by their use and knowledge of the Writing Process:

- *Where shall we meet for Author's chair?;*
- *I need a peer conference;*
- *Will you read my piece for specificity?;*

Knowledge of genre:

- *Kelly's narrative has no focus;*
- *That's a nice hook;*
- *Look how I used a simile.*

Best Practices for Teaching Writing



1. Create an **inviting** classroom.
2. Establish Writing Workshop routines that meet **everyday**.
3. Teach Writer's ^{What writers KNOW} **Craft Techniques** using the ^{What writers DO} **Writing Process** and students' developmental writing **needs**.
4. Provide opportunities for **authentic writing**.
5. Provide diverse reading materials **modeling** the importance of **craft and ideas**. (Mentor Texts).

Best Practices...

6. Make teacher and peer response an **integral** part of writing instruction, intermittently throughout the writing process.
7. Use many techniques for responding including **student/teacher conferences, peer conferences and author's chair.**
8. Students should **revise** after responses/conferring
HOWEVER...

The Best of the Best...

Conduct effective writing mini-lessons on a targeted craft or skill by structuring it so that students may:

➤ **Observe**

➤ **Discuss**

➤ **Simulate**

Format of Writer's Workshop

Teacher Needs

- A Meeting Place
- Chart Paper
- Mentor Text, Writing Stimulus that gives an example of the desired product.

Student Needs

- A Daily Writing Folder



Lesson Format:

- **Teacher Models** a short tightly focused Lesson on a Topic/Element!
 - **Thinking** about the Topic
 - Topic **Sketching**
 - **Talking** about the Topic
- **Teacher extends the Invitation to Write!**
 - Students **think** about the topic
 - Students **sketch** topic
 - Students **talk** about the topic with everyone they **know**. (When Students talk, the important part is the talk not the listening!)
- **Students begin writing on their own!**
 - Students leave their meeting place and return to their space to write.
 - Teacher is moving among them **conferring** and offering support and guidance.



• **Time to SHARE!**

Teacher calls students back to the meeting place and using the following format:

- Ask students to share their work by holding it up for the world to see.
- Partner students to share with each other before they put their work away
- Select four or five students to share aloud.
- Direct students to respond appropriately to peers using "Compliments" or "TAG"




Building a writing community provides a safe environment for risk taking!

Writer's Craft are the skills and techniques that writers know and use to make their writing clear and interesting.



Craft Skills for

➤ Characteristics of **genres**

Characteristics of:		
Personal Narrative	Personal Expository	Persuasive
<ul style="list-style-type: none"> ❖ Tells a personal story ❖ Focused on one event that appears to be significant to the writer ❖ Can be fictional ❖ Needs to include the elements of a story (characters, setting, simple plot - movement through time and change) ❖ Uses sensory details ❖ Uses feelings ❖ Is reflective 	<ul style="list-style-type: none"> ❖ Explains why, how or what ❖ Focused on one topic that is significant to the writer (personal or class thematic unit) ❖ Includes ideas that explain and support ❖ Uses comparisons <ul style="list-style-type: none"> ❖ <i>er, est</i> ❖ similes ❖ Uses sensory details ❖ Is reflective 	<ul style="list-style-type: none"> ❖ States an opinion or what you want ❖ Gives reasons why ❖ Includes people who are on your side ❖ Tells what you will do if you get it (If...then...) ❖ Tells why you should have it NOW <p style="text-align: right;"> Genres with a PRIMARY FOCUS!  </p>

➤ Organizing Skills

- Prewriting

- Listing
- Clumping details





- Planning

- Using Graphic Organizers
- Sketching



- Beginning Techniques

- Question 
- Exclamation Point 
- Onomatopoeia 




- Ending Techniques

- Feeling  Love 
- Universal word- everybody, everyone everywhere
- Question 

➤ Composing & Literary Skills

Composing	Literary
<ul style="list-style-type: none"> ✓ Strong verbs ✓ Descriptive Attributes ✓ Transitions <ul style="list-style-type: none"> ○ Progression ○ Time ✓ Specificity <ul style="list-style-type: none"> ○ Word Choice <ul style="list-style-type: none"> • Nouns & Verbs • Prepositions 	<ul style="list-style-type: none"> ✓ Comparisons - er, est, simile ✓ Onomatopoeia ✓ Alliteration ✓ Sentence variation

Detailed attributes to **decorate** your writing and **satisfy** your reader!



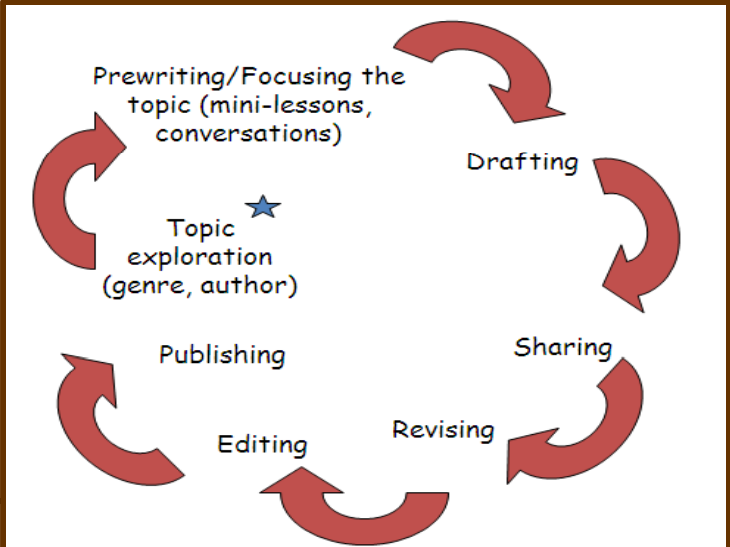
Detailed Attributes

Attribute	Sample	Comparative
Size	3 feet high	as big as...
Color	red	brown like a tree trunk
Shape	oval	like a box
Movement or Action	running, hopping, flapping	faster, slower
Texture	rough, lumpy	slickest, bumpier
Number	nine	more than..., fewer
Made From Composition	wooden, glass, plastic	hard as a rock, smooth as glass
Smell	burnt	smoky
Taste	salty	like chips
Location (where)	over, in front of	higher, lower, nearer
Temperature	100°	hotter than...
Weight	ten pounds	as heavy as..., the lightest
Age	five years old	older than my granny...
Direction	Left, right, up, down, backwards, sideways	
Habitat	underground, in a tree, on a pond	
Special Features	stripes, polka dots, knobs, buttons, ...	

Teaching the Youngest Writers by Newmann



➤ Print Concepts & Conventions Skills

Print Concepts	Conventions
<ul style="list-style-type: none">✓ Use finger spacing✓ Directionality✓ Text Wrapping✓ Use new page; start at the top  <pre>graph TD; A[Prewriting/Focusing the topic (mini-lessons, conversations)] --> B[Drafting]; B --> C[Sharing]; C --> D[Revising]; D --> E[Editing]; E --> F[Publishing]; F --> G[Topic exploration (genre, author)]; G --> A;</pre>	<ul style="list-style-type: none">✓ Use lower case letters consistently✓ Write letter/s for consonant & short vowel sounds✓ Spelling High-Frequency Words✓ End Punctuation✓ Commas for dates, in series✓ Capitalize<ul style="list-style-type: none">• Sentence beginnings• Proper nouns• I✓ Plural regular nouns✓ Possessive nouns✓ Personal, possessive & indefinite pronouns✓ Verb tense

**Writing Pacing Guides
2011-2012
AT-A-GLANCE
Grade: 1**

Quarter	Topic	Week	Days	Weeks	Main Content
1	Launching Writer's Workshop	1	5	8/22-8/26	<ul style="list-style-type: none"> • Routines: mentor text, writer's notebook, mini-lessons, practice, conferencing, sharing (all-year) • Composing a simple narrative, expository, or persuasive piece • Generating ideas • Print rich environment • Continue with weeks 1 & 2 • Details/ specific word choice
		2	5	8/29-9/2	
		3	4	9/5-9/9	
		4	5	9/12-9/16	
		5	5	9/19-9/23	
		6	4	9/26-9/30	
	Rhymes OR Poetry	7	5	10/3-10/7	<ul style="list-style-type: none"> • Compose simple rhymes and/or poetry • Generate ideas • Word Choice & Details • Print rich environment/ word collections • Continue with weeks 7 & 8 • Publish simple rhymes and/or poetry from weeks 7-10
		8	5	10/10-10/14	
		9	5	10/17-10/21	
		10	4	10/24-10/28	

* Refer to week-by-week Pacing Guides for specific details focusing on revising and editing.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level or Course Title – Grade 1

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

Pacing		Date
Traditional	9	8/19/11-
Block	days	8/30/11

TOPIC: Launching Writer's Workshop

COMMON CORE STATE STANDARDS (SSS)	INSTRUCTIONAL ROUTINES	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>W.1.1 Write opinion pieces in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. (LA.1.4.3.1, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (LA.1.4.2.3, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.3 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. (LA.1.4.1.2, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.8 With guidance and support from adults, recall from experiences or gather information from provided sources to answer a question.</p> <p style="text-align: center;">AND</p> <p>W.1.5 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. (LA.1.3.3.1)</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (LA.1.3.4.6)</p>	<p>Primary Writing Folder:</p> <p>RESOURCES FOR EVALUATION Folder:</p> <ul style="list-style-type: none"> Developmental Stages of Writing 4 Components of Effective Writing: <ol style="list-style-type: none"> Focus Organization Support Conventions <p>STRATEGIES Folder:</p> <ul style="list-style-type: none"> Senses Sticks 	<p>Simple stories</p> <p>Choose a topic</p> <p>Dictating/ writing with a focus</p> <p>Supporting details</p> <p>Sensory details</p> <p>Add specific word choice/details to print rich environment</p> <p>Revising for logical thinking</p> <p>Delete repetitive text</p> <p>End punctuation</p> <p>Publish</p> <p>Print rich environment</p> <p>Common spelling patterns</p> <p>High frequency words</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> Participate in writing a simple narrative, expository, or persuasive about (himself/ herself). Assist in the writing process by dictating to the teacher a thought and/or complete sentence on a specific topic with supporting details. Assist in adding specific word choice/details to print rich environment (e.g. door- door knob, door frame, key hole, door mat, door hinge...) Revise to add sensory language. Evaluate the draft for logical thinking and marking out repetitive text or text that is off topic. Write end punctuation marks for a variety of sentences, including periods, questions marks, and exclamation marks within his/her own writing. Publish one or more simple stories previously drafted. Refer to the classroom word wall/print rich environment to assist with common spelling patterns and conventional spelling of high frequency words. Participate in building a writing community by being a part of the Writer's Workshop routines: mini-lessons, independent practice with conferencing, and sharing. Generate ideas while brainstorming, webbing, drawing, or through group discussion as potential topics to write about. Organize ideas using simple webs, maps, or lists either alone or as a group as a plan for writing. Use capital letters for the pronoun I, the 	<p><i>Mentor Text:</i> <i>Alexander and the No Good, Horrible, Very Bad Day</i>(organizing) By Judith Viorst,</p> <p><i>Building a House</i> (sequencing)By Byron Barton,</p> <p><i>Feathers for Lunch</i> (labels) By Lois Ehlert,</p> <p><i>I Love You the Purplest</i> (description) By Barbara Joosse,</p> <p><i>My Little Island</i> (description) By Franc Lessac,</p> <p>EXEMPLAR Text: May select CCSS exemplar text to use as a stimulus for writing. See Appendix B of CCSS</p> <p><i>Professional Text:</i> <i>Launching the Writing Workshop</i> by Lucy Calkins & Leah Mermelstein</p>

Let's Get This Party Started!

Things to consider:



Unit	Standard	Lesson
1	1.1	1.1.1
1	1.1	1.1.2
1	1.1	1.1.3
1	1.1	1.1.4
1	1.1	1.1.5
1	1.1	1.1.6
1	1.1	1.1.7
1	1.1	1.1.8
1	1.1	1.1.9
1	1.1	1.1.10
1	1.1	1.1.11
1	1.1	1.1.12
1	1.1	1.1.13
1	1.1	1.1.14
1	1.1	1.1.15
1	1.1	1.1.16
1	1.1	1.1.17
1	1.1	1.1.18
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1	1.1	1.1.21
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1	1.1	1.1.24
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1	1.1	1.1.26
1	1.1	1.1.27
1	1.1	1.1.28
1	1.1	1.1.29
1	1.1	1.1.30
1	1.1	1.1.31
1	1.1	1.1.32
1	1.1	1.1.33
1	1.1	1.1.34
1	1.1	1.1.35
1	1.1	1.1.36
1	1.1	1.1.37
1	1.1	1.1.38
1	1.1	1.1.39
1	1.1	1.1.40
1	1.1	1.1.41
1	1.1	1.1.42
1	1.1	1.1.43
1	1.1	1.1.44
1	1.1	1.1.45
1	1.1	1.1.46
1	1.1	1.1.47
1	1.1	1.1.48
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1	1.1	1.1.50
1	1.1	1.1.51
1	1.1	1.1.52
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1	1.1	1.1.64
1	1.1	1.1.65
1	1.1	1.1.66
1	1.1	1.1.67
1	1.1	1.1.68
1	1.1	1.1.69
1	1.1	1.1.70
1	1.1	1.1.71
1	1.1	1.1.72
1	1.1	1.1.73
1	1.1	1.1.74
1	1.1	1.1.75
1	1.1	1.1.76
1	1.1	1.1.77
1	1.1	1.1.78
1	1.1	1.1.79
1	1.1	1.1.80
1	1.1	1.1.81
1	1.1	1.1.82
1	1.1	1.1.83
1	1.1	1.1.84
1	1.1	1.1.85
1	1.1	1.1.86
1	1.1	1.1.87
1	1.1	1.1.88
1	1.1	1.1.89
1	1.1	1.1.90
1	1.1	1.1.91
1	1.1	1.1.92
1	1.1	1.1.93
1	1.1	1.1.94
1	1.1	1.1.95
1	1.1	1.1.96
1	1.1	1.1.97
1	1.1	1.1.98
1	1.1	1.1.99
1	1.1	1.1.100

1. Pacing Guide!

2. We want to make the writing personal for the students.

3. Is there anything we did in our reading that is related to a target skill/s?

4. What is the End Target?



Planning for a Rigorous Grade 1 Reading/Language Arts Lesson...

Week of:

Genre: Text Types ___ Opinion -I think, I know -sense of closure ___ Informative/Expository -name topic/subject -supply information -sense of closure ___ Narrative - two or more appropriately sequenced events -Details of what happened -temporal to signal event order -sense of closure ___ Research* ___ Shared Research/Writing ___ Gather Info to Answer Questions	Process: Prewrite/Plan* List Graphic Organizer or Sketch Draft* Use labeled diagrams to explain Write what happened Revise Based on Questions & Suggestions* Add another word Add more color to picture Add more information/details Reorder information Edit* ___ Grammar ___ Conventions Publish* ___ Class or individual Book ___ PowerPoint /Video	Targeted Skills: Organizing - Clump Details ___ Sequencing (BME) Transitions-progression /time ___ Topic sentence ___ Beginnings (Question, Exclamation, Onomatopoeia) ___ Endings (Feeling/Reaction, Universal word, Question) Composing/Literary Skills* ___ Strong Verbs - ___ Descriptive Attributes-color, #, size, age, shape ___ Specificity -use names for people & pets ___ Use where or when phrases ___ Comparing: -er, -est, simile ___ Alliteration, Rhyming, Noise words ___ Sentence Variation (?,!,...)	Language Standards	
			Grammar/Usage ___ Noun & Verbs ___ Plural regular nouns ___ Proper Nouns ___ Possessive nouns ___ Personal, possessive & indefinite pronouns ___ Prepositions (during, beyond, toward) ___ Composing & Expanding Simple & Compound Sentences ___ Verb Tense ___ Frequently occurring adjectives ___ Frequently occurring conjunctions(and, but, or, so, because)	Conventions ___ Use finger spaces ___ Directionality ___ Wrapping Text ___ Print upper & lower case letters ___ End Punctuation ___ Commas-dates, series ___ Write letter/s for consonant & short vowel sounds Capitalize: ___ 1 st word in sentence ___ I Spell ___ simple words-common patterns & phonetically ___ High Frequency words

MENTOR TEXT(S) OR STIMULI		END PRODUCT:			
WRITER'S WORKSHOP FORMAT Teacher Models Topic or Skill Thinking Sketching Talking Guided (students Think-Sketch-Talk): Think-Pick a topic Sketch the ideas/details of topic Talk to partner about drawing & about what their writing will say. Independent Writing (teacher rooms/conferences): Sharing (Students): Share writing Tell what their partner wrote Tell what skill they were working on Give a thumbs up or compliment when they hear a target skill in their partner's writing	Teacher Models Topic or Skill: Guided (students Think, Sketch, Talk): Independent Writing Sharing*	Teacher Models Topic or Skill: Guided (students Think, Sketch, Talk): Independent Writing Sharing*	Teacher Models Topic or Skill: Guided (students Think, Sketch, Talk): Independent Writing Sharing*	Teacher Models Topic or Skill: Guided (students Think, Sketch, Talk): Independent Writing Sharing*	Teacher Models Topic or Skill: Guided (students Think, Sketch, Talk): Independent Writing Sharing*

I **STILL** have ??????????



I know what it looks like and I know what it says, but I want to know more!

If you're a mole,
you use your nose
to find your way
underground

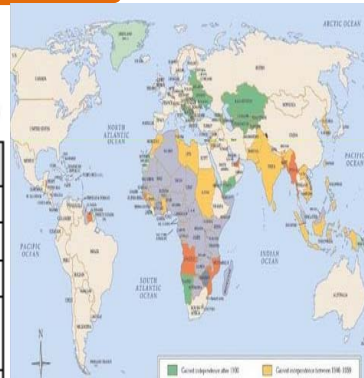


What will help me write my questions?

Animal	Body Part	Purpose
Blue footed booby	feet	dance
Star-nosed mole	nose	helps him get around

Detailed attributes to **decorate** your writing and **satisfy** your reader!

Detailed Attributes

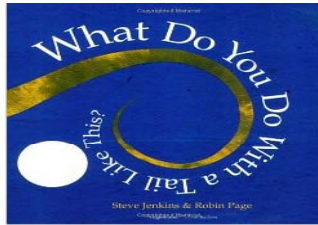


Attribute	Sample	Comparative
Size	3 feet high	as big as...
Color	red	brown like a tree trunk
Shape	oval	like a box
Movement or Action	running, hopping, flapping	faster, slower
Texture	rough, lumpy	slickest, bumpier
Number	nine	more than..., fewer
Made From Composition	wooden, glass, plastic	hard as a rock, smooth as glass
Smell	burnt	smoky
Taste	salty	like chips
Location (where)	over, in front of	higher, lower, nearer
Temperature	100°	hotter than...
Weight	ten pounds	as heavy as..., the lightest
Age	five years old	older than my granny...
Direction	Left, right, up, down, backwards, sideways	
Habitat	underground, in a tree, on a pond	
Special Features	stripes, polka dots, knobs, buttons, ...	

The Sharing Hand



use see hear spot
 keep brush lift
 squirt close break
 hang feed walk leap
 scoop swallow suck
 capture **catch** hoot



We STILL have questions!

Animal	Body Part	Purpose
Blue footed booby	feet	dance
Star-nosed mole	nose	helps him get around

Detailed attributes to *decorate* your writing and *satisfy* your reader!

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Smell	burnt	smoky
Taste	salty	like chips
Location (where)	over, in front of	higher, lower, nearer
Temperature	100°	hotter than...
Weight	ten pounds	as heavy as...the lightest



What do we WANT to know about?

What does a star-nosed mole eat?
How does it catch its food?

What h... about...

**What do I WANT to know
about _____?**

What have I LEARNED about....

Today I am starting my research!

What does a star-nosed mole eat?



The *star-nosed mole* has 22 little “fingers” on the end of its nose. This mole spends his whole life

underground. Since its eyes are useless, it uses its nose to find its way through a maze of tunnels. The mole eats worms, snails, and insects that it finds with its nose using both the sense of smell and touch. The star-nosed mole grows to be 7 inches long.



fingers

worm



snail



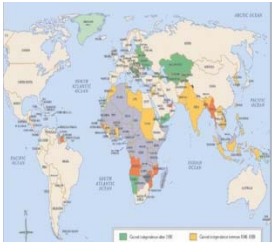
Insect
beetle



Where are you?

I coming to get you?

Now let's do one together!



Research Groups



- Sit together in groups by **animal**.
 - EX., Everyone who asked a question about the **horned lizard** should sit together.
- First use the research provided. Use the internet. **askjeeves.com** or any other source.
- **Record** your answer/s by **drawing** and **labeling** the information first.
- **Everyone** completes a research Sheet!
- Hold up your research and **share**.



Today we are going to compose our answers to our questions

What does a star-nosed mole eat?

A star-nosed mole eats things that live underground.

A star-nosed mole eats snails.

A star-nosed mole eats insects.

A star-nosed mole eats worms.

The nose uses its fingers to touch and smell them.

Detailed attributes to **decorate** your writing
and **satisfy** your reader!



Detailed Attributes

Attribute	Sample	Comparative
Size	3 feet high	as big as...
Color	red	brown like a tree trunk
Shape	oval	like a box
Movement or Action	running, hopping, flapping	faster, slower
Texture	rough, lumpy	slickest, bumpier
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Made From	wooden, glass,	hard as a rock,
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Location (where)	over, in front of	higher, lower, nearer
Temperature	100°	hotter than...
Weight	ten pounds	as heavy as..., the lightest
Age	five years old	older than my granny...
Direction	Left, right, up, down, backwards, sideways	
Habitat	underground, in a tree, on a pond	
Special Features	stripes, polka dots, knobs, buttons, ...	

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Single Sentence Syndrome

A star-nosed mole munches on snails.

~~A star nosed mole munches on insects.~~

~~A star nosed mole eats on worms.~~

Mentor
sentence

The research says:

"The mole eats worms, snails, and
insects ..."

A star-nosed mole munches
on worms, snails, and insects.

A star-nosed mole eats things that live underground.

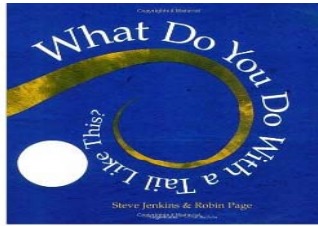
A star-nosed mole munches on worms, snails, and insects.

The nose uses its fingers to touch and smell them.

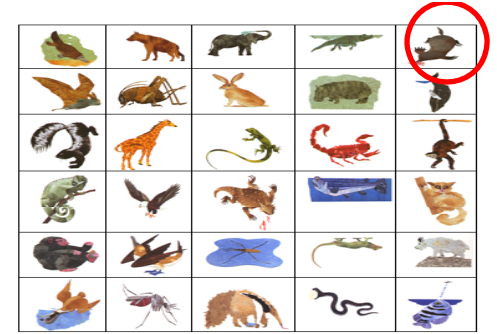
~~A star-nosed mole eats things that live underground.~~

A star-nosed mole munches on worms, snails, and insects that live underground.

The nose uses its fingers to touch and smell them.



Your Turn



Write your answer to your question.

What does a star-nosed mole eat?

How does it catch its food?

What have we LEARNED about....

A star-nosed mole munches on worms, snails, and insects that live underground.

The nose uses its finger to touch and smell them.

How can the students' work be published!

- Class Book- "Our Question and Answer Book about Odd Animals" (research to answer questions) or
- An Individual Book- "Jacob's Question and Answer Book about Odd Animals"
- A Bulletin Board entitled: "Our Question and Answer Book about Odd Animals" (research to answer questions)

Teaching writing is not difficult-
YOU JUST HAVE TO DO IT!

School-site Follow-up:

Participants Responsibilities

- **Share** implementation timeline and goals of CCSS with administrators and Literacy Leadership team.
- **Review** new Pacing Guide and Transition Guide with all First Grade teachers.
- **Share** and **plan** with grade level peers.
- Provide **support** to grade level peers for implementation.


Faster Than a
Speeding Bullet



GRADE: 1 CCSS AT-A-GLANCE

<p>READING STANDARDS for LITERATURE</p> <p><u>Key Ideas & Details</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, include key details, and demonstrate understanding of the central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. <p><u>Craft & Structure</u></p> <ol style="list-style-type: none"> 4. Identify words and phrases that suggest feelings or appeal to senses. 5. Explain major differences between books that tell stories and books that give information. 6. Identify who is telling the story at various points in a text. <p><u>Integration of Knowledge & Ideas</u></p> <ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. N/A 9. Compare/contrast the adventures/experiences of characters in stories. <p><u>Range of Reading and Text Complexity</u></p> <ol style="list-style-type: none"> 10. Read prose and poetry of appropriate complexity for grade 1. 	<p>WRITING STANDARDS</p> <p><u>Text Types and Purposes</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces introducing the topic, state an opinion, supply a reason for the opinion, and provide a sense of closure. 2. Write informative/explanatory texts naming a topic, supply some facts, and provide a sense of closure 3. Write narratives recounting two or more appropriately sequenced events, including details of what happened, using temporal words to signal event order, and provide a sense of closure. <p><u>Production and Distribution of Writing</u></p> <ol style="list-style-type: none"> 5. Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. Use a variety of digital tools to produce and publish writing <p><u>Research to Build and Present Knowledge</u></p> <ol style="list-style-type: none"> 7. 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). 8. Recall information or gather information to answer a question.
<p>INFORMATIONAL TEXT</p> <p><u>Key Ideas & Details</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify main topic, and retell key details of a text. 3. Describe the connection between 2 individuals, events, ideas or pieces of information. <p><u>Craft & Structure</u></p> <ol style="list-style-type: none"> 4. Ask and answers questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information. 6. Distinguish between information provided by pictures or illustrations and information provided by the words in a text. <p><u>Integration of Knowledge and Ideas</u></p> <ol style="list-style-type: none"> 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify the basic similarities in / differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Range of Reading and Level of Text Complexity</u></p> <ol style="list-style-type: none"> 10. Read informational texts appropriately complex for grade 1. 	<p>SPEAKING & LISTENING STANDARDS</p> <p><u>Comprehension and Collaboration</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others, speaking one at a time about the topics). b. Build on others’ talk in conversations by responding to the comments through multiple exchanges. c. Ask questions to clear up any confusion about the topics. 2. Ask and answer questions about key details in a text read aloud or information presented orally. 3. Ask and answer questions about what speaker says to gather additional information or clarify something that is not understood. <p><u>Presentation of Knowledge & Ideas</u></p> <ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or visual to descriptions to clarify ideas, thoughts and feelings. 6. Produce complete sentences when appropriate to task and situation.
<p>FOUNDATIONAL SKILLS</p> <p><u>Print Concepts</u></p> <ol style="list-style-type: none"> 1. Organization and basic features of print. <ol style="list-style-type: none"> a. Recognize features of a sentence (e.g., capitalize first word, end punctuation). <p><u>Phonological Awareness</u></p> <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables & sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in single-syllable words. b. Produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in single-syllable words. d. Segment single-syllable words into their complete sequence of phonemes. <p><u>Phonics & Word Recognition</u></p> <ol style="list-style-type: none"> 3. Know & apply grade-level phonics and word analysis skills. <ol style="list-style-type: none"> a. Know common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team for representing long vowels. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word. e. Decode two-syllable words using basic syllable patterns f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<p>LANGUAGE STANDARDS</p> <p><u>Conventions of Standard English</u></p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> a. Print all upper-and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs(e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs in past, present, and future tenses (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Spell for words with common spelling patterns and frequently occurring irregular words. e. Spell untaught words phonetically, using phonemic awareness and

<p>Fluency</p> <p>4. Read grade level text with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read with purpose and understanding. Read orally with accuracy, appropriate rate, and expression Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>spelling conventions.</p> <p>Vocabulary Acquisition & Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and inflectional forms (e.g., looks, looked, looking). <p>5. Understand word relationships and nuances in meanings.</p> <ol style="list-style-type: none"> Categorize words to gain a sense of the representation of concepts the categories. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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Strands 	Components	Correlation within the Writing Process	Things that make you go HUM!?!	How will it impact your instruction?
Writing	Text Types & Purposes			
	Production & Distribution of Writing			
	Research to Build & Present Knowledge			
Language	Conventions			
	Vocabulary			
Print Concepts				
Speaking & Listening	Comprehension & Collaboration			
	Presentation of Knowledge & Ideas			

Primary Writing Rubric



(for teacher purposes only NOT for the student)




Grade	Low	Medium	High Common Core State Standards (NGSSS)	Exemplar Samples of Student Writing Common Core State Standards
K	<p><u>Drawing / Scribbling</u></p> <p>AND</p> <p>orally explains the drawing/scribbles which demonstrates the student is ON-topic</p>	<p><u>Emergent Writer Characteristics:</u></p> <ul style="list-style-type: none"> -Understands writing communicates ideas -Uses pictures -Scribbles, letter- like symbols, or random letters -Does not connect letters to sounds -Pretends to read -May randomly copy print from around the room <p>AND</p> <p>orally points to letters/symbols to pretend to read the piece which demonstrates the student is ON-topic</p>	<p><u>W.K.1 Persuasive/ Opinion:</u> (LA.K.4.3.1)</p> <ul style="list-style-type: none"> • Drawing, dictating, and writing • State the topic or name the book • State an opinion or preference <p><u>W.K.2 Informative/Explanatory:</u> (LA.K.4.2.2)</p> <ul style="list-style-type: none"> • Drawing, dictating, and writing • Name what they are writing about • Some information on the topic <p><u>W.K.3 Narrative:</u> (LA.K.4.1.1)</p> <ul style="list-style-type: none"> • Drawing, dictating, and writing • Single event or ordered events • React to what happened <p><u>L.K.2: Conventions</u></p> <ul style="list-style-type: none"> • L.K.2a: Capitalize first word in the sentence Capitalize the pronoun I (LA.K.3.4.2) • L.K.2b: End punctuation (LA.K.3.4.3) • L.K.2c Write a letter/s for most consonants Writes a letter for most short vowels • L.K.2d Spells simple words phonetically (LA.K.3.4.1) <p><u>Goal: Early Writer Characteristics</u></p> <ul style="list-style-type: none"> - More than one details on a topic - Chooses topics generally related to experience - Understands most print concepts - May not understand spaces around words - Connects letters to sounds - Some high frequency words 	<p><u>W.K.1 Persuasive/ Opinion:</u></p> <ul style="list-style-type: none"> • Contains a title • Sequenced picture displaying a beginning, middle, & end • Names the book • States an opinion or preference about the favorite part <p><u>W.K.2 Informative/Explanatory:</u></p> <ul style="list-style-type: none"> • Contains a title • Creates a context for writing • Details about the topic containing specific words choice, number words, descriptive details, and a comparison • Uses linking words • Uses transitional words • Sense of closure <p><u>W.K.3 Narrative:</u></p> <ul style="list-style-type: none"> • Established a situation by naming a place • Several linked events • Events are in chronological order • Provides a reaction to what happened • Sense of closure

Gr. K

Developmental Stages Of Writing

Characteristics	Instructional Focus	Example
<p>Emergent Writers:</p> <ul style="list-style-type: none"> understands writing communicates ideas uses pictures to communicate ideas scribbles, letter-like symbols, or random letters adding writing to pictures does not connect letters and sounds pretends to read the text does not understand writing is permanent in meaning 	<ul style="list-style-type: none"> oral language development: vocabulary and storytelling telling stories with pictures and words letter and sounds knowing and using the language of writers 	
<p>Early Writers:</p> <ul style="list-style-type: none"> writes more than one detail on a topic chooses topics that are generally related to experience has many concepts about print e.g. <i>directionality</i> may not understand spaces around words connects letters to sounds has a small repertoire of high-frequency words 	<ul style="list-style-type: none"> generating several details on a topic readable phonetic spellings representing every sound in a word conventional spelling of high-frequency words concept of "word boundaries" revision by "adding on" should be moved from writing words to sentences to groups of sentences 	
<p>Developing Writers:</p> <ul style="list-style-type: none"> writes many details on a topic can write about topic beyond personal experience begins to experiment with description and word choice uses mostly simple and complex sentences spells many words conventionally or uses phonetic spelling uses punctuation 	<ul style="list-style-type: none"> organizing information and details planning – beginning, middle, end expanding descriptive language writing with personality and voice spelling patterns and strategies sentence combining 	<p>Pets Are Fun My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>



MY friend I do you want to be my friend
 the mas as the mas is you will
 be my FRIEND the mas sid as the
 mas sid a FRIEND the mas as the
 mas sid if you will be my FRIEND
 the mas sid Yes that
 is a bot in the gate my
 friend is the

Persuasive Exemplar

Frogs
 To day best We had
 riddle guess Max John
 red as a strawberry a
 boat frogs we had
 to rick a boat frogs.
 We had a tadpol in
 the Sciens Sentr.
 It has 2 bee

ligns and wen it
 has 2 frunt ligs
 its tal disupts
 and it can not ept
 wen its moat is
 Chejn. Then the
 Sekan gets to little
 and The frogs pol
 off thru Sekan an
 2

the eye it. Some
 of the frogs bloo
 beeballs. Frogs had
 eyes that look like
 jets and the fish eye
 some but some
 hach to tadpoos.
 It gros big and
 big and big.

3

Informative Exemplar

I went to Disney we went
 from the disco.
 I had a fun vacac.
 at Disney I see lot of rids.
 I went to the house.
 I went on the roller hone
 I went on the wale
 I went on a meere 30 rowrd
 I went in a sea.
 I I went my

Narrative Exemplar


Primary Writing Rubric

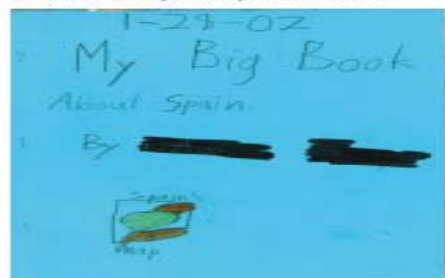
(for teacher purposes only NOT for the student)



Grade	Low	Medium	High Common Core State Standards (NGSSS)	Exemplar Samples of Student Writing Common Core State Standards
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1	<p><u>Draws a picture</u> about the topic</p> <p style="text-align: center;">AND/OR</p> <p><u>Writes 1 sentence</u></p> <p style="text-align: center;">which demonstrates the student is ON-topic</p>	<p><u>Draws a picture</u> about the topic</p> <p style="text-align: center;">AND/OR</p> <p><u>Writes 2 or more sentences</u></p> <p style="text-align: center;">BUT</p> <p style="text-align: center;"><u>not a complete thought</u> or <u>paragraph</u></p> <p style="text-align: center;">which demonstrates the student is ON-topic</p>	<p><u>W.1.1 Persuasive/ Opinion:</u> (LA.1.4.3.1)</p> <ul style="list-style-type: none"> • Introduce topic or name the book • State an opinion • Write a reason for the opinion • Sense of closure <p><u>W.1.2 Informative/Explanatory:</u> (LA.1.4.2.2)</p> <ul style="list-style-type: none"> • Name a topic • State facts about the topic • Sense of closure <p><u>W.1.3 Narrative:</u> (LA.1.4.1.1)</p> <ul style="list-style-type: none"> • Two or more sequenced events • Some details about what happened • Temporal words to signal event order • Sense of closure <p><u>L.1.2: Conventions:</u></p> <ul style="list-style-type: none"> • L.1.2a: <u>Capitalize:</u> (LA.K.3.4.2) Dates Names of people • L.1.2b: <u>End punctuation</u> (LA.1.3.4.6) • L.1.2c: <u>Commas:</u> (LA.1.3.4.3) Dates To separate single words in a series • L.1.2d: <u>Conventional spelling:</u> (LA.1.3.4.1) Common patterns Irregularly spelled words • L.1.2e: Spell <u>un</u>taught words phonetically <p><u>Goal: Developmental Writer Characteristics</u></p> <ul style="list-style-type: none"> -Writes many details on a topic -Can write beyond personal experience -Experiments with description & word choice -Uses mostly simple and complex sentences -Some convention spelling or inventive - Uses punctuation 	<p><u>W.1.1 Persuasive/ Opinion:</u></p> <ul style="list-style-type: none"> • None provided by CCSS. <p><u>W.1.2 Informative/Explanatory:</u></p> <ul style="list-style-type: none"> • Contains a title • Names the topic • Supplies many facts about the topic • Sense of closure • Beginning of sentence capitalized • Variety of ending punctuation • Capitalizes proper nouns • Labeled diagrams • Pictures containing labeled maps • Descriptive and sensory details • Specific word choice <p><u>W.1.3 Narrative:</u></p> <ul style="list-style-type: none"> • Contains a title • Established the situation with the opening sentence • Two or more sequenced events • Includes some details regarding what happened • Contains feelings & indirect dialogue • Descriptive and sensory word choice • Uses a comparison • Temporal words to signal event order • Sense of closure • Understands various uses of capital letters • Some punctuation
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		Developmental Stages Of Writing	
Characteristics	Gr. 1	Instructional Focus	Example
<p>Early Writers:</p> <ul style="list-style-type: none"> writes more than one detail on a topic chooses topics that are generally related to experience has many concepts about print e.g. <i>directionality</i> may not understand spaces around words connects letters to sounds has a small repertoire of high-frequency words 		<ul style="list-style-type: none"> generating several details on a topic readable phonetic spellings representing every sound in a word conventional spelling of high-frequency words concept of "word boundaries" revision by "adding on" should be moved from writing words to sentences to groups of sentences 	
<p>Developing Writers:</p> <ul style="list-style-type: none"> writes many details on a topic can write about topic beyond personal experience begins to experiment with description and word choice uses mostly simple and complex sentences spells many words conventionally or uses phonetic spelling uses punctuation 		<ul style="list-style-type: none"> organizing information and details planning – beginning, middle, end expanding descriptive language writing with personality and voice spelling patterns and strategies sentence combining 	<p>Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>
<p>Fluent Writers:</p> <ul style="list-style-type: none"> creates writing that has a flow and sounds fluent writes about imaginative ideas beyond personal experience prewrites using a variety of organizational and planning tools accesses a variety of text forms for different purposes uses descriptive language and complex sentences demonstrates a writer's voice appropriate to purpose and audience. has age appropriate mastery of conventions 		<ul style="list-style-type: none"> increasing control of conventions increasing sophistication of vocabulary and sentences precise word choice energized by powerful verbs figurative language variety in text forms, audience, perspective independent revision and editing attention to writer's craft 	<p>Mrs. Stern was the meanest teacher in the world. She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>




1-27-02
My Big Book
About Spain
By [redacted]

Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make and eat special food. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In

some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of different people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see it right. Spain has 5 neighbors

Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I see a researcher I am going to go to Spain and write about it!

Informative Exemplar



I bot a little cotton ball
Jason
2-2002

I did some house to see what that was. It was a very hard to get my mom and father to let me to do this. My mother was into me to how I did't want to return her because she was so soft and cuddly. She felt like a little cotton ball.

I want to buy a tractor
I was so excited I wanted to buy
All the ways there but I did't
want to get money I got a
Very nice tractor but we
let her them and she when up

Narrative Exemplar

Primary Writing Rubric

(for teacher purposes only NOT for the student)



Grade	Low	Medium	High Common Core State Standards (NGSSS)	Exemplar Samples of Student Writing Common Core State Standards
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2	<p><u>Writes on topic</u></p> <p>with <u>NO support</u></p> <p>(less than 1 paragraph/ not a complete thought about the topic/main idea)</p>	<p><u>Writes on topic</u></p> <p>WITH</p> <p>a main idea</p> <p>AND</p> <p><u>few details</u></p> <p>AND/OR</p> <p><u>little support</u></p> <p>(1 paragraph containing a complete thought focused on the main idea)</p>	<p><u>W.2.1 Persuasive/ Opinion:</u> (LA.2.4.3.1)</p> <ul style="list-style-type: none"> • Introduce topic or book • State an opinion • Write reasons to support the opinion • Use linking words (e.g., because, and, also) • Concluding statement or section <p><u>W.2.2 Informative/Explanatory:</u> (LA.2.4.2.2)</p> <ul style="list-style-type: none"> • Introduce the topic • State facts to develop points • State definitions to develop points • Concluding statement or section <p><u>W.2.3 Narrative:</u> (LA.2.4.1.1)</p> <ul style="list-style-type: none"> • WELL elaborated event or sequence of events • Details to describe actions, thoughts, & feelings • Temporal words to signal event order • Sense of closure <p><u>L.2.2: Conventions</u></p> <ul style="list-style-type: none"> • L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing. (LA.2.3.4.6 & below) • L.2.2a: Capitalize holidays (LA.2.3.4.2) Capitalize product names Capitalize geographic names • L.2.2b: Commas in greetings & closings of letters (LA.2.3.4.3) • L.2.2c: Apostrophes for contractions (LA.2.3.4.3) Apostrophes for frequently occurring possessives • L.2.2d: Generalize learned spelling patterns for new Words (LA.2.3.4.1) <p><u>Goal: Fluent Writer Characteristics</u></p> <ul style="list-style-type: none"> - Writing that flows and sounds fluent - May write about imaginative ideas beyond personal experience - Prewrites with a variety of organizational tools - Can write for a variety of purposes and text formats - Uses descriptive and complex sentences - Demonstrates a writer's voice appropriate for purpose & audience - Age appropriate mastery of conventions 	<p><u>W.2.1 Persuasive/ Opinion:</u></p> <ul style="list-style-type: none"> • Contains a title • Introduces title with a statement straight from the book • States an opinion about the book • Supplies a well elaborated and extended reason • Uses linking words to connect opinion to reason • Uses transitional words • Concluding statement • Understands titles are capitalized • Capitalizes pronouns & beginning of sentences • Underlines title of book • Mostly conventional spelling • End punctuation • Some commas and apostrophes <p><u>W.2.2 Informative/Explanatory:</u></p> <ul style="list-style-type: none"> • None provided by CCSS. <p><u>W.2.3 Narrative:</u></p> <ul style="list-style-type: none"> • Establishes setting with time and place • Setting prepares for what is coming next • Events sequenced in chronological order • Events are well extended & elaborated • Temporal words utilized to signal order • Variety of details to describe actions, thoughts, & feelings • Utilized specific word choice & number words • Sense of closure • Beginning of sentence capitalization • End of sentence punctuation • Sentence variety to end sentences • Variety of sentence lengths • Pronoun I consistently capitalized • Almost perfect spelling • Uses commas and apostrophes • Uses linking words to connect short sentences • Uses transitional words
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Gr. 2

Developmental Stages Of Writing

Characteristics	Instructional Focus	Example
<p>Developing Writers:</p> <ul style="list-style-type: none"> ■ writes many details on a topic ■ can write about topic beyond personal experience ■ begins to experiment with description and word choice ■ uses mostly simple and complex sentences ■ spells many words conventionally or uses phonetic spelling ■ uses punctuation 	<ul style="list-style-type: none"> ■ organizing information and details ■ planning – beginning, middle, end ■ expanding descriptive language ■ writing with personality and voice ■ spelling patterns and strategies ■ sentence combining 	<p style="text-align: center;">Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>
<p>Fluent Writers:</p> <ul style="list-style-type: none"> ■ creates writing that has a flow and sounds fluent ■ writes about imaginative ideas beyond personal experience ■ prewrites using a variety of organizational and planning tools ■ accesses a variety of text forms for different purposes ■ uses descriptive language and complex sentences ■ demonstrates a writer's voice appropriate to purpose and audience. ■ has age appropriate mastery of conventions 	<ul style="list-style-type: none"> ■ increasing control of conventions ■ increasing sophistication of vocabulary and sentences ■ precise word choice energized by powerful verbs ■ figurative language ■ variety in text forms, audience, perspective ■ independent revision and editing ■ attention to writer's craft 	<p style="text-align: center;">Mrs. Stern was the meanest teacher in the world.</p> <p>She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>

Owl/Moon

When you go owling you don't need words, or worms or any thing, but hope. This is the book of Owl/Moon. This book is written by Jane Yolen. I like that phrase Because The boy was happy because he got to go owling and he's been wanted to go owling for a long time and he finally got to go.

When other kids are happy that makes me happy. I like it because it makes me feel good because you don't have to have words to go owling but you have to have hope to see an owl.

Persuasive Exemplar

My first tooth is gone

I recall one winter night I was four. My sister and I were running down the hall and something happened. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plo! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were surprised because when they lost teeth

Narrative Exemplar

Conferring with Young Writers

Writing conferences are conversations between student and teacher/coach. The teacher observes and coaches in ways that either help the young writer do what the writer is trying to do better or direct him to take on new more challenging strategies.

Informal Conferences happen as the teacher roams among the students as they write.

- The Walk-By (for students who have the skill under control)
- The Stop and Go (for students who are halfway there.)



The basic principles of writing conferences:

- Listening (to what writer is trying to say)
- Affirming (what writer has done well)
- Reinforcing (the writer's strength, attempts)
- Assessing (confusions, strength, next steps)
- Teaching (what's most important for writer to move forward and only what the writer is ready for)
- Scaffolding (helping the writer say, write, and do what she can't quite do yet without help)
- Setting goals with students' input (for the writer to attempt to meet on his own, with minimal guidance and support).

The teacher's job in the writing conferences is **not** to correct a paper, but to teach a budding writer! The aim of the conference should not be to impart all of his/her knowledge, but to share **one thing** that is going to support genuine writing growth without overwhelming the student or getting behind by spending too much time with one student.

Effective Format for Conferencing with Young Writers



1. **SET GOAL** - tell them up front what their focus is (a target skill or trait: ideas, details, beginnings, etc.). Narrow the teaching focus to one major point.
2. **Student reads the piece.** When the student reads, it gives the student ownership but the teacher focuses on the message first-*content*.
3. **REFLECT on what was heard.** That becomes instant gratification for the reader. Many times the student *orally* fills in the gaps which can be used to add quality details. The focus should be on “*How can you add them?*” not “*Would you like to add...*”
“HOW IS ONE OF THE BEST TOOLS IN THE A TEACHER’S CONFERRING KIT!” -Jennifer Jacobson
4. **POINT** out what is going well; paying a compliment to the reader so he might repeat the success. (Read the specific sentence and comment, “It creates a wonderful picture. I can’t wait to read more!”)
5. **QUESTION-** to solicit more details:
 - What type of ____...
 - Is that allowed...
 - When does he...
 - What color is...

Always follow with “*HOW CAN YOU ADD THOSE DETAILS?*”

Teach by giving an explanation, looking at a piece of literature together, or referring back to a mini-lesson.

6. **Teach One Skill-** *There may be students who may be ready to accelerate in skills beyond the class. Focus on ONE new skill (ex., ellipses...)*

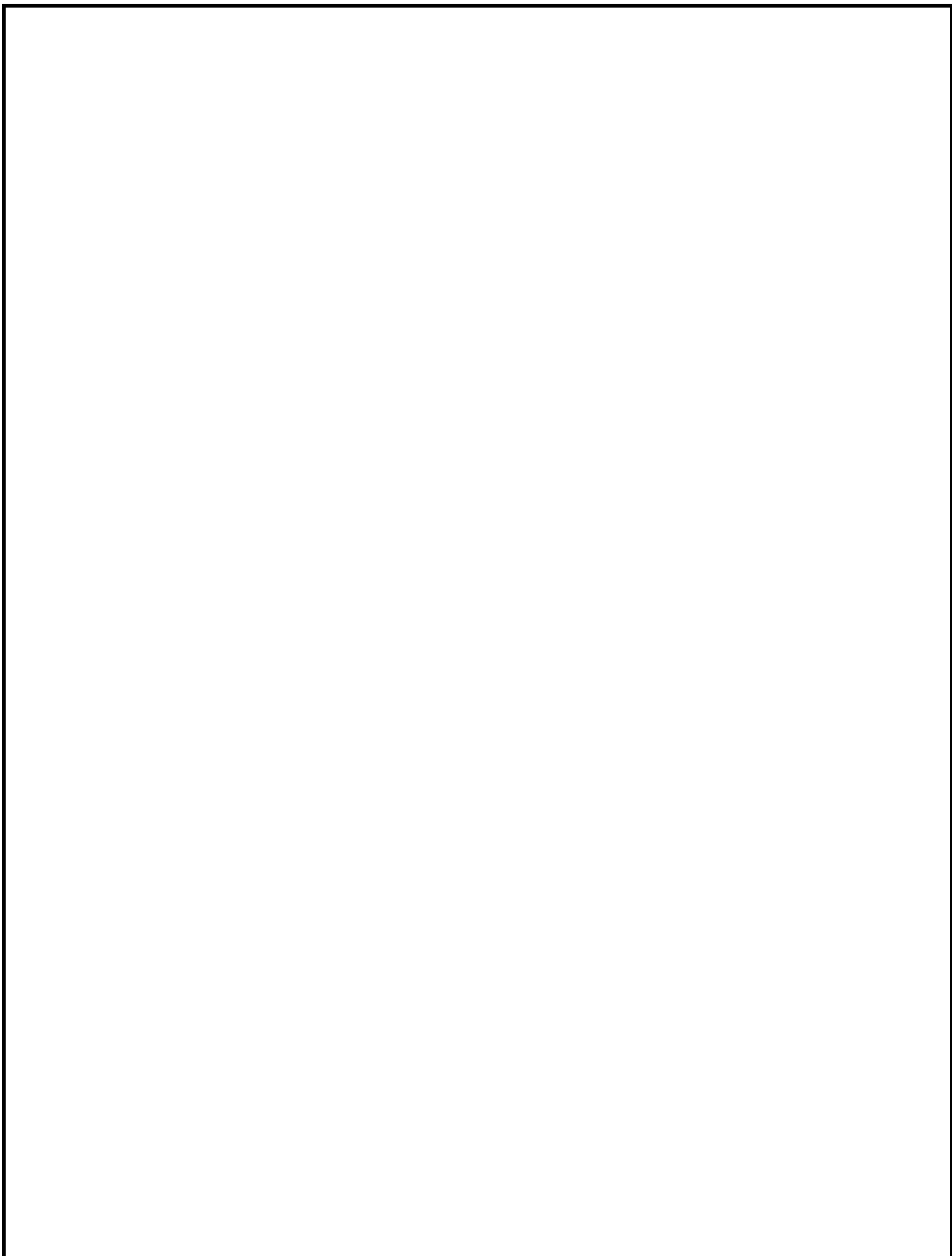
Steps 1-5 are used to teach or reteach revision techniques for developing ideas, organization, word choice, voice and sentence fluency. Understanding each of these components help the young writers know what makes good writing.

Some Additional Hints for Conferring:

- Rather than writing on a student's paper, use sticky notes.
- Rather than re-writing a whole paper to correct a lead, or concluding paragraph; cut the paper and only re-write that portion, stapling or gluing it to another sheet.
- During the conference, you may have the student talk through what he/she is going to do in his writing after the conference.
- Before the writer leaves, have the writer repeat what he did, said, and will do.
- Write notes on what you taught in the conference and what you learned about the student on a writing conference log. See sample conference log. This "Conference Log" is a place to jot down notes of what is discussed during an individual conference. Each student would have their own log so if you have 20 students you would need to make 20 copies of this. I would just keep it in a duo tang folder. The plus would indicate the strengths and aspect of the writer's work you praised. The minus sign notes the areas of process, product, or genre that seemed weak at the time of the conference. For the next step, make a note of what the write has states as their intended follow-up. Make a duo tang folder with 30 sheets in it. It is cheap and simple!
- Not all conferences have to be individual. If several students need the same skill, pull a small group and give a mini-lesson. **However, individual conferences are the most powerful tool for moving student writing!**

Conference Log for _____

<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>
<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>
<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>
<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>	<p>+</p> <p>-</p> <p>next</p>



Writing T A G



T = Tell

- ❖ *I like the way you...*
- ❖ *I heard you say...*



A = Ask a Question

- ❖ *What did you mean when you said...*
- ❖ *What happened before...or after...*



G = Give a Suggestion

- ❖ *Maybe you can use a better word for...*
- ❖ *Tell me more about ...*

Compliments

Some Positive Things to Do or Say

- Your reader will like the way you have...
- Your reader can picture...
- This piece is easy for me to read.
- How did you learn that?
- I do the same thing...
- Tell me again what happened. Did you put it down that way?
- What else do you want your reader to know?
- How did you select the topic?
- I see you have included some words from the word walls.
- I see you used...

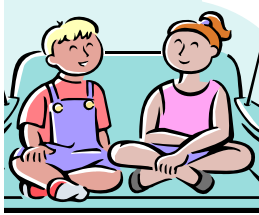
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Rules for

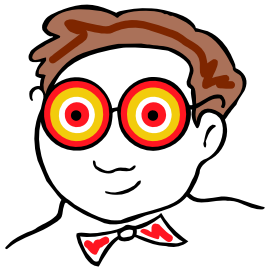


1.



Sit like a pretzel.

2.



Eyes on the person talking.

3.



Ears listening.

4.



Hands in lap.

5.



Mouths quiet.

Characteristics of:

Personal Narrative

Personal Expository

Persuasive

- ❖ Tells a personal story
- ❖ Focused on one event that appears to be significant to the writer
- ❖ Can be fictional
- ❖ Needs to include the elements of a story (characters, setting, simple plot - movement through time and change)
- ❖ Uses sensory details
- ❖ Uses feelings
- ❖ Is reflective

- ❖ Explains why, how or what
- ❖ Focused on one topic that is significant to the writer (personal or class thematic unit)
- ❖ Includes ideas that explain and support
- ❖ Uses comparisons
 - ❖ *er, est*
 - ❖ similes
- ❖ Uses sensory details
- ❖ Is reflective

- ❖ States an opinion or what you want
- ❖ Gives reasons why
- ❖ Includes people who are on your side
- ❖ Tells what you will do if you get it (If...then...)
- ❖ Tells why you should have it NOW

Genres
with a
**PRIMARY
FOCUS!**



Detailed attributes to ~~decorate~~ your writing
and ~~satisfy~~ your reader!



Detailed Attributes

Attribute	Sample	Comparative
<i>Size</i>	<i>3 feet high</i>	<i>as big as...</i>
<i>Color</i>	<i>red</i>	<i>brown like a tree trunk</i>
<i>Shape</i>	<i>oval</i>	<i>like a box</i>
<i>Movement or Action</i>	<i>running, hopping, flapping</i>	<i>faster, slower</i>
<i>Texture</i>	<i>rough, lumpy</i>	<i>slickest, bumpier</i>
<i>Number</i>	<i>nine</i>	<i>more than..., fewer</i>
<i>Made From Composition</i>	<i>wooden, glass, plastic</i>	<i>hard as a rock, smooth as glass</i>
<i>Smell</i>	<i>burnt</i>	<i>smoky</i>
<i>Taste</i>	<i>salty</i>	<i>like chips</i>
<i>Location (where)</i>	<i>over, in front of</i>	<i>higher, lower ,nearer</i>
<i>Temperature</i>	<i>100°</i>	<i>hotter than...</i>
<i>Weight</i>	<i>ten pounds</i>	<i>as heavy as..., the lightest</i>
<i>Age</i>	<i>five years old</i>	<i>older than my granny...</i>
<i>Direction</i>	<i>Left, right, up, down, backwards, sideways</i>	
<i>Habitat</i>	<i>underground, in a tree, on a pond</i>	
<i>Special Features</i>	<i>stripes, polka dots , knobs , buttons, . . .</i>	

**Writing Pacing Guides
2011-2012
AT-A-GLANCE
Grade: 1**

Quarter	Topic	Week	Days	Weeks	Main Content
1	Launching Writer's Workshop	1	5	8/22-8/26	<ul style="list-style-type: none"> • Routines: mentor text, writer's notebook, mini-lessons, practice, conferencing, sharing (all-year) • Composing a simple narrative, expository, or persuasive piece • Generating ideas • Print rich environment
		2	5	8/29-9/2	
		3	4	9/5-9/9	<ul style="list-style-type: none"> • Continue with weeks 1 & 2 • Details/ specific word choice
		4	5	9/12-9/16	
		5	5	9/19-9/23	<ul style="list-style-type: none"> • Continue with weeks 1-4 • Publish a simple narrative, expository, or persuasive piece composed during weeks 1-6
		6	4	9/26-9/30	
	Rhymes OR Poetry	7	5	10/3-10/7	<ul style="list-style-type: none"> • Compose simple rhymes and/or poetry • Generate ideas • Word Choice & Details • Print rich environment/ word collections
		8	5	10/10-10/14	
		9	5	10/17-10/21	<ul style="list-style-type: none"> • Continue with weeks 7 & 8 • Publish simple rhymes and/or poetry from weeks 7-10
		10	4	10/24-10/28	

* Refer to week-by-week Pacing Guides for specific details focusing on revising and editing.

**Writing Pacing Guides
2011-2012
AT-A-GLANCE
Grade: 1**

Quarter	Topic	Week	Days	Weeks	Main Content	
2	Personal Narrative	11	5	10/31-11/4	<ul style="list-style-type: none"> • Generating ideas • Plan using a three column chart to organize with a beginning, middle, and end • Draft a personal narratives using the plan • Narratives include a main idea, characters, sequence of events & details 	
		12	4	11/7-11/11		
		13	5	11/14-11/18	<ul style="list-style-type: none"> • Continue with content from weeks 11 & 12 as needed • Revised for specific word choice/ details • Publish a personal narrative from weeks 11-14 with illustrations 	
		14	3	11/21-11/23		
		15	5	11/28-12/2	<ul style="list-style-type: none"> • Generating ideas • Plan using a three column chart to organize with a beginning, middle, and end • Draft a personal narratives using the plan • Narratives include a main idea, characters, sequence of events & details 	
		16	5	12/5-12/9		
		17	5	12/12-12/16	<ul style="list-style-type: none"> • Continue with content from weeks 15 & 16 as needed • Revised for specific word choice/ details • Publish a personal narrative from weeks 15-18 with illustrations 	
		18	4	1/2-1/6		
		Informative Writing: Friendly Letter	19	5	1/9-1/13	<ul style="list-style-type: none"> • Generate ideas on what to include in friendly letter based on audience/purpose • Plan/organize ideas for friendly letter • Compose a friendly letter on a topic with details Including 5 parts of a friendly letter • Focus ideas for each paragraph on a single topic with relevant details • Publish, illustrate, & share friendly letter
			20	4	1/16-1/20	

**Writing Pacing Guides
2011-2012
AT-A-GLANCE
Grade: 1**

Quarter	Topic	Week	Days	Weeks	Main Content		
3	Informative Writing: Thank You Notes	21	4	1/23-1/27	<ul style="list-style-type: none"> • Generate ideas on what to include in a thank-you note based on audience/purpose • Plan/organize ideas for a thank-you note • Compose a thank-you note on a topic with relevant supporting details including the 5 parts of a thank you note • Focus ideas for each paragraph on a single topic with relevant details • Publish, illustrate, & share thank-you note/s 		
		22	4	1/30-2/3			
	RESEARCH	Informative Writing: Variety of Forms (Summarize)	23	5	2/6-2/10	<ul style="list-style-type: none"> • Understand text structure • Plan by organizing ideas into the appropriate graphic organizer based on text structure • Write a paragraph to summarize something read or listened to based on appropriate text structure • Jot a note or message making a connection (text-to-text, text-to-self, text-to-world) to what was read or listened to • Work with a partner or group to create a free-form map including the title, main idea, subheadings/details, graphic organizers, illustrations, connection, summary, etc. • Focus on a single idea with supporting details 	
	24		5	2/13-2/17			
	RESEARCH	Informative Writing: Recording Information (lists, maps, graphs, tables, observations, etc)	25	4	2/20-2/24	<ul style="list-style-type: none"> • Organize ideas with a simple graphic organizer to assist with writing a summary • Use a summary frame to assist in writing a summary • Write an appropriate simple summary based on the text structure • Participate in recording information from informational/expository texts • Create lists for specific purposes • Survey students in the class with a question, create a tally sheet to record results, graph the information, & discuss • Create a map and include a title, labels, symbols, and a legend • Word choice/ specific details 	
	RESEARCH		26	5	2/27-3/2		• Continued from week 20
	RESEARCH		27	5	3/5-3/9		<ul style="list-style-type: none"> • Poll students in class based on simple questions, take notes/record information, & organize in chart/table to interpret • Construct a map dream/real classroom, home, school, or community with symbols, labels and a legend • Observe, take notes in a logical format based on purpose • Record information/take notes on a single idea
	RESEARCH		28	5	3/19-3/23	• Write directions or instruction to explain how to	

**Writing Pacing Guides
2011-2012
AT-A-GLANCE
Grade: 1**

	Informative Writing: Direction/ Instructions				<p>do something</p> <ul style="list-style-type: none"> • Use a map drawn weeks 21 & 22 and write directions explaining how to get from one location to another • Construct a plan & draft a 'how to' book • Utilize transition words within 'how to' book • Publish directions for map • Publish 'how to' book on self selected topic with illustrations & share
	Informative Writing: Paragraph	29	4	3/26-3/30	<ul style="list-style-type: none"> • Generate ideas for an "All About" topics • Plan/organize ideas 'All About' a particular topic • Draft an "All About ____" informational/expository paragraph •

**Writing Pacing Guides
2011-2012
AT-A-GLANCE
Grade: 1**

Quarter	Topic	Week	Days	Weeks	Main Content
4	Informative Writing: Paragraph	30	4	4/2-4/6	<ul style="list-style-type: none"> Continue with previous content from week 29 Focus on one topic with a minimum of 3 relevant supporting details Utilize appropriate transitional words/phrases Combine new ideas on the same topic into separate paragraphs
		31	5	4/9-4/13	<ul style="list-style-type: none"> Continue with weeks 29-30 Publish an "All About" text written between weeks 29-31
	Persuasive Writing: Explain Why	32	5	4/16-4/20	<ul style="list-style-type: none"> Generate ideas on an important item/s & reasons for being important Organize ideas into a persuasive planner Draw a picture and explain why this item is important to them
		33	5	4/23-4/27	<ul style="list-style-type: none"> Continue from week 32 Add/change specific word choice to create interest
		34	5	4/30-5/4	<ul style="list-style-type: none"> Generate ideas on an important item/s & reasons for being important Organize ideas into a persuasive planner Draw a picture and explain why this item is important to them
		35	5	5/7-5/11	
		36	5	5/14-5/18	<ul style="list-style-type: none"> Continue from weeks 31 -36 Add/change specific word choice to create interest
		37	5	5/21-5/25	<ul style="list-style-type: none"> Continue with weeks 32-36 Publish a persuasive piece written during weeks 32-36 with illustrations to explain why something is important
	Cumulative Activity: "Goodbye First Grade" Book	38	4	5/28-6/1	<ul style="list-style-type: none"> Compose simple story "Goodbye First Grade" Generate ideas of what to include in the "Goodbye First Grade" book Plan & organize the layout of ideas for the "Goodbye First Grade" book Draft, revise, & edit text for "Goodbye First Grade" Create interest with descriptive language and supporting details Publish "Goodbye First Grade" book so each student will have his/her own copy to take home with illustrations
		39	4	6/4-6/8	

* Refer to week-by-week Pacing Guides for specific details focusing on revising and editing.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level or Course Title – Grade 1

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

Pacing		Date
Traditional	9	9/19/11-
Block	days	9/30/11

TOPIC: Launching Writer's Workshop

COMMON CORE STATE STANDARDS (NGSSS)	INSTRUCTIONAL ROUTINES	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>W.1. 1 Write opinion pieces in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. (LA.1.4.3.1, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (LA.1.4.2.3, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.3 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. (LA.1.4.1.2, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.8 With guidance and support from adults, recall from experiences or gather information from provided sources to answer a question.</p> <p style="text-align: center;">AND</p> <p>W.1.5 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. (LA.1.3.3.1)</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (LA.1.3.4.6)</p>	<p><u>Primary Writing Folder:</u></p> <p>RESOURCES FOR EVALUATION Folder:</p> <ul style="list-style-type: none"> Developmental Stages of Writing 4 Components of Effective Writing: <ol style="list-style-type: none"> Focus Organization Support Conventions <p>STRATEGIES Folder:</p> <ul style="list-style-type: none"> Senses Sticks 	<p>Simple stories</p> <p>Choose a topic</p> <p>Dictating/ writing with a focus</p> <p>Supporting details</p> <p>Sensory details</p> <p>Add specific word choice/details to print rich environment</p> <p>Revising for logical thinking</p> <p>Delete repetitive text</p> <p>End punctuation</p> <p>Publish</p> <p>Print rich environment</p> <p>Common spelling patterns</p> <p>High frequency words</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> Participate in writing a simple narrative, expository, or persuasive about himself/ herself. Assist in the writing process by dictating to the teacher a thought and/or complete sentence on a specific topic with supporting details. Assist in adding specific word choice/details to print rich environment (e.g. door- door knob, door frame, key hole, door mat, door hinge...) Revise to add sensory language. Evaluate the draft for logical thinking and marking out repetitive text or text that is off topic. Write end punctuation marks for a variety of sentences, including periods, questions marks, and exclamation marks within his/her won writing.. Publish one or more simple stories previously drafted. Refer to the classroom word wall/print rich environment to assist with common spelling patterns and conventional spelling of high frequency words. Participate in building a writing community by being a part of the Writer's Workshop routines: mini-lessons, independent practice with conferencing, and sharing. Generate ideas while brainstorming, webbing, drawing, or through group discussion as potential topics to write about. Organize ideas using simple webs, maps, or lists either alone or as a group as a plan for writing.. Use capital letters for the pronoun I, the 	<p>Mentor Text: <i>Alexander and the No Good, Horrible, Very Bad Day</i>(organizing) By Judith Viorst,</p> <p><i>Building a House</i> (sequencing)By Byron Barton,</p> <p><i>Feathers for Lunch</i> (labels) By Lois Ehler,</p> <p><i>I Love You the Purplest</i> (description) By Barbara Jooose,</p> <p><i>My Little Island</i> (description) By Frane Lessac,</p> <p>EXEMPLAR Text: May select CCSS exemplar text to use as a stimulus for writing. See Appendix B of CCSS</p> <p>Professional Text: <i>Launching the Writing Workshop</i> by Lucy Calkins & Leah Mermelstein</p>

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level or Course Title – Grade 1

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

COMMON CORE STATE STANDARDS (NGSSS)	INSTRUCTIONAL ROUTINES	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (LA.1.3.5.1)</p> <p>L.1.2ba Capitalize dates and names of people. (LA.1.3.4.2).</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (LA.1.3.4.1)</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (LA.1.3.4.5)</p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. (LA.1.1.3.1)</p> <p>SL.1.6 Produce complete sentence when appropriate to task and situation. (See grade 1 Language standards 1 on page 16 for specific expectations.) (LA.1.5.2.5)</p> <p><u>Civics Integration Options:</u></p> <p>SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.</p> <p>SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.C.2.4 Show respect and kindness to people and animals.</p> <p>SS.1.C.2.4 Recognize symbols and individuals that represent American constitutional democracy.</p>		<p>Generate ideas</p> <p>Organizing ideas/topic</p> <p>Capital letters</p> <p>Subject/ verb agreement</p> <p>Writing phonemes heard</p> <p>Communicate with peers and teacher</p>	<p>beginning of a sentence, names, days of the week, and months of the year.</p> <ul style="list-style-type: none"> • Speak /write using simple sentences where the subject and verb are in agreement within his/her own writing. • Identify individual phonemes in words to transpose into print while utilizing common spelling patterns. • Communicating effectively when retelling experiences to plan, draft or dictate OR when responding to other writers and receiving feedback (T- tell something you like, A- ask a question, G- give a suggestion). <p><u>Civics Integration Options:</u></p> <ul style="list-style-type: none"> • Brainstorm rules to follow at school and through shared writing, write examples of how to follow those rules while in school. (All students to draw the pictures to match the rules and post). • Construct a class big book on the student’s rights and responsibilities in the school community. • Use a three column chart to list ways to show respect and kindness to people in school, at home, and in the community and post in the classroom. Have student spend a few minutes at the beginning or end of the day on ways they showed respect and kindness to someone. (This same idea could be adapted for animals.) • Through shared research, determine symbols and individuals that represent American constitutional democracy, to create a class big book (e.g., <i>People and Things Important to America</i>). Add a new page for each person or symbol learned about throughout the whole year. 	<p><i>Primary Pizzazz</i> by Melissa Forney</p> <p><i>Marvelous Minilessons for Teaching Beginning Writing, K-3</i> by Lori Jamison Rog</p>

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar

Grade Level or Course Title – Grade 1

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

Date	Pacing Guide Benchmarks (NGSSS)	Data Driven Benchmark(s)	Activities	Assessment(s)	Strategies
9/19/11-9/30/11	<p>W.1.1 Write opinion pieces in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. (LA.1.4.3.1, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (LA.1.4.2.3, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">OR</p> <p>W.1.3 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. (LA.1.4.1.2, LA.1.3.1.1, LA.1.3.2.1)</p> <p style="text-align: center;">AND</p> <p>W.1.5 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. (LA.1.3.3.1)</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (LA.1.3.4.6)</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing,</p>				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar

Grade Level or Course Title – Grade 1

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

<p>including in collaboration with peers. (LA.1.3.5.1)</p> <p>L.1.2ba Capitalize dates and names of people. (LA.1.3.4.2).</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (LA.1.3.4.1)</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (LA.1.3.4.5)</p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. (LA.1.1.3.1)</p> <p>SL.1.6 Produce complete sentence when appropriate to task and situation. (See grade 1 Language standards 1 on page 16 for specific expectations.) (LA.1.5.2.5)</p> <p><u>Civics Integration Options:</u></p> <p>SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.</p> <p>SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.C.2.4 Show respect and kindness to people and animals.</p> <p>SS.1.C.2.4 Recognize symbols and individuals that represent American constitutional democracy.</p>			
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MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar

Grade Level *or* Course Title – Grade 1

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

LANGUAGE ARTS Strand: Writing & Language

Genre: Text Types	Process:	Targeted Skills:	Language Standards	
			Grammar/Usage	Conventions
___Opinion -I think, I know -sense of closure ___Informative/Expository -name topic/subject -supply information -sense of closure ___Narrative - two or more appropriately sequenced events -Details of what happened -temporal to signal event order -sense of closure ___Research: _Shared Research/Writing _Gather Info to Answer Questions	Prewrite/Plan: List Graphic Organizer or Sketch Draft: Use labeled diagrams to explain Write what happened Revise Based on Questions & Suggestions: _ Add another word _ Add more color to picture _ Add more information/details _ Reorder information Edit: _Grammar _Conventions Publish: _ Class or individual Book _ PowerPoint /Video	Organizing - Clump Details _Sequencing (BME) Transitions-progression /time _Topic sentence _Beginnings (Question, Exclamation, Onomatopoeia) _Endings (Feeling/Reaction, Universal word, Question) Composing/Literary Skills: _Strong Verbs - _Descriptive Attributes-color, #, size, age, shape _Specificity -use names for people & pets _Use where or when phrases _Comparing; -er, -est, simile _Alliteration, Rhyming, Noise words _Sentence Variation (?!,..)	_Noun & Verbs _Plural regular nouns _Proper Nouns _Possessive nouns _Personal, possessive & indefinite pronouns _Prepositions (during, beyond, toward) _ Composing & Expanding Simple & Compound Sentences _Verb Tense _ Frequently occurring adjectives _ Frequently occurring conjunctions(and, but, or, so, because)	_Use finger spaces _Directionality _ Wrapping Text _Print upper & lower case letters _End Punctuation _Commas-dates, series _Write letter/s for consonant & short vowel sounds Capitalize: _1 st word in sentence _I Spell _ simple words-common patterns & phonetically _High Frequency words

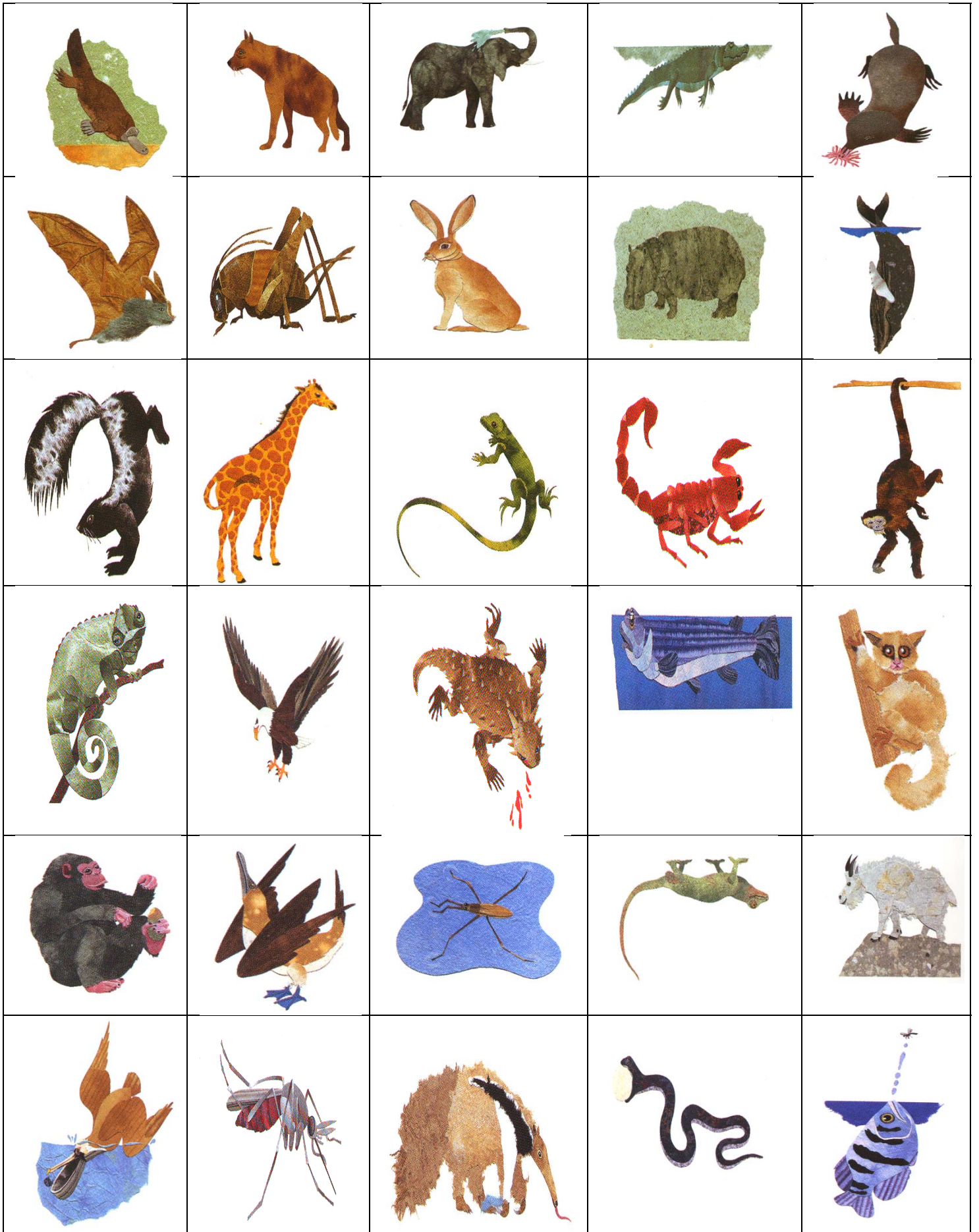
MENTOR TEXT(S) OR STIMULI

END PRODUCT:

WRITER'S WORKSHOP FORMAT	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:
Thinking Sketching Talking Guided (Students Think-Sketch-Talk): Think -Pick a topic Sketch the ideas/details of topic Talk to partner about drawing & about what their writing will say. Independent Writing (teacher roams/conferences): Sharing (Students): Share writing Tell what their partner wrote Tell what skill they were working on Give a thumbs up or compliment when they hear a target skill in their partner's writing	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:

**What do I WANT to know
about _____?**

What have I LEARNED about....





The *platypus*, a very unusual animal, lives in streams, ponds, and rivers in

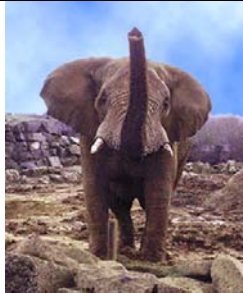
Australia. It is a mammal, but it lays eggs. Its feet are webbed. Part of the male platypus' back legs is poisonous. This poison will not kill a person, but it will be very painful. The platypus closes its eyes under water. The platypus bill is very sensitive and helps find its prey. Then the platypus uses its bill to sift through the mud for small fish, frogs, and insects. Platypuses are usually about 20 inches long and weigh about 5 pounds.



The *hyena* is found in Africa and parts of Asia.

Sometimes hyenas are

called scavengers because they eat other animals' leftovers. But sometimes they hunt. They travel in packs or groups. Together, these packs of hyenas can pull down animals much larger than themselves to eat. Hyenas can weigh up to 150 pounds. They have a very sensitive nose and can smell prey from very far away.



The *African elephant* is the largest land animal in the world. It can be up to 13 feet tall and weigh more than 14,000 pounds. One of the elephant's most

unusual characteristics is its long nose or trunk. The trunk can weigh 400 pounds and be 6 feet long. The elephant uses its trunk to breathe, pick things up, suck up and spray water, talk with other elephants, take a bath, and protect itself. The elephant's trunk has more than 100,000 muscles, but our whole bodies only have 600 muscles.



The *American alligator* lives in swamps and rivers in the southeastern

United States. Alligators grow to be 14 feet long and weigh up to 1,000 pounds. They eat fish, turtles, birds and other small animals. Alligators use their nose and tails to dig holes called "gator holes". These holes can be as big as swimming pools. These holes help other animals when there has been no rain. Alligators hunt by lying quietly in the water with only their eyes and nose sticking out. When an unlucky animal gets too close, the alligator uses its powerful tail to lunge forward and grab it.



The *star-nosed mole* has 22 little “fingers” on the end of its nose. This mole spends his whole life

underground. Since its eyes are useless, it uses its nose to find its way through a maze of tunnels. The mole eats worms, snails, and insects that it finds with its nose using both the sense of smell and touch. The star-nosed mole grows to be 7 inches long.



You can only see the ears of the *humpback whale* through a small

opening in the whale’s head. The humpback’s hearing is very good. The whales talk to one another by singing songs. They can hear each other’s songs from 100 miles away. Humpbacks are mammals. They can be 50 feet long and weigh nearly 50 tons. Humpbacks are found in all of the world’s oceans.



The *yellow winged bat*, like all bats, makes a chirping noise as it flies. Humans cannot hear the chirping because the sound is too

high. The chirping sound echos off objects and the bats can use that sound to move in around in the dark. The echos even help the bats find and catch insects to eat. The yellow-winged bat lives in Africa. Their wings can stretch up to 14 inches.



The *field cricket’s* ears are on its two front legs. The cricket can tell where sound is coming from by

pointing its body (and its ears) in different directions. Field crickets are about $\frac{3}{4}$ inch long and live in North America. They make a chirping sound by rubbing the edges of their wings together. The warmer the weather, the faster they chirp. You can guess the temperature by counting the number of chirps in 15 seconds and add 40. That sum will be close to the outside temperature.



The antelope jackrabbit is really a hare, which is a relative of the rabbit. It has very long ears and lives in the desert. Its large ears help it stay cool.

The antelope jackrabbit eats grass and shrubs. It can grow to 2 feet in length.



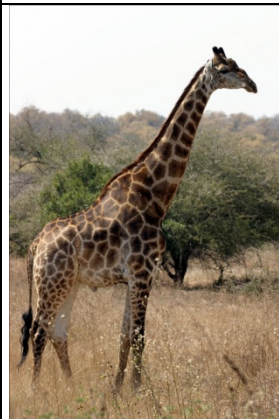
The *five-lined skink* has a long tail that can break off when it is attacked. When

the skink breaks off its tail, it distracts the enemies and the lizard gets away. The skink can be 5-8 inches long. It lives in the eastern United States. It eats insects and worms. Losing its tail does not hurt the lizard. It soon grows a new one.



The *striped skunk* is found all over North America. Like other skunks it can spray its attackers with a

rotten-smelling, eye-stinging liquid. Skunks eat everything including fish, small mammals, bird eggs, fruit and seeds. They can be longer than 2 feet and weigh up to 14 pounds. The striped skunk warns its enemy by raising its tail. If that doesn't work, it stands on its front legs, bends its back, and shoots its spray over its head. Skunk spray smells up to ten feet away.



The world's tallest animal is the *giraffe*. It lives in Africa and can grow up to 19 feet tall. The giraffe feeds on leaves at the tops of the trees in the grasslands. Other animals cannot reach these

leaves. It protects itself from enemies, like the lion, by kicking its powerful back legs. It also uses its long tail to brush flies and other insects from its back.



The *scorpion* is a relative of the spider. Scorpions were around when dinosaurs lived, nearly 400 million years ago. Back

then, they were close to 3 feet long. Now scorpions are only 8 ½ inches long. They live in warm weather all over the world. They eat spiders, lizards, and small mammals. They hunt at night. They find their prey by using their sense of touch. Then they use their stinger at the end of their tail to paralyze the animal so that it won't get away.



The *spider monkey* can use its tail like a fifth “hand”. At the end of the spider monkey’s tail is skin that has a special groove that helps it hold things. The

spider monkey’s tail is longer than its body, which can be as tall as 2 feet. The spider monkey can hang by its tail and eat fruit, leaves and flowers.



The *chameleon* is found in Africa, Asia, and Europe. Its eyes are set very far apart. The chameleon can

move each of its eyes separately. This makes it easy to watch out for its enemies. The chameleon catches insects by quickly sticking out its tongue, which is longer than its body. The chameleon lives in the trees. It grows up to 27 inches long. It can also change the color of its skin to match its surroundings.



The *bald eagle* lives in North America and is the symbol of the United States. It

hunts using its sense of sight. It soars high in the air looking for rabbits, small birds, and fish. Its eyesight is 4-8 times better than a human’s. The bald eagle is a large bird. Its wings can spread more than 7 feet wide. When it is diving to get food it can fly faster than 150 miles per hour. The bald eagle is not really bald. Its head is covered with white feathers.



The *horned lizard* is sometimes called a “horny toad”. It lives in southwest America. It is small,

only 3 to 5 inches long. It is covered with sharp spikes. This lizard eats ants and other insects. It protects itself in an unusual way. First it tries to hold very still. If that doesn’t work it puffs itself up with air so that it looks bigger. If that doesn’t work, it will squirt blood from the corners of its eyes. The enemy gets confused and the horned lizard runs away.



In the rivers of South America lives a fish that can look above and below the water at the same

time. The four-eyed fish really only has two eyes, but each eye is divided. When it is swimming on top of the water, the top half of each eye can look up and watch out for enemies or insects to eat. The bottom half of the eye can watch out for enemies under the water. The four-eyed fish is about 10 inches long.



The *bush baby* lives in Africa and makes the sound of a crying baby. That is how it got its name. It is a

relative of the lemur and monkey. It lives in the trees and is a mammal. It is only about 6 to 9 inches tall and weighs less than $\frac{1}{2}$ a pound. It sleeps during the day and hunts insects, lizards and mice at night. The bush baby has very large, round eyes that lets it see at night. Its eyes don’t move so the bush baby has to turn its head from side to side to see.



Chimpanzees are humans’ closest animal relative. They are very smart animals and live in the

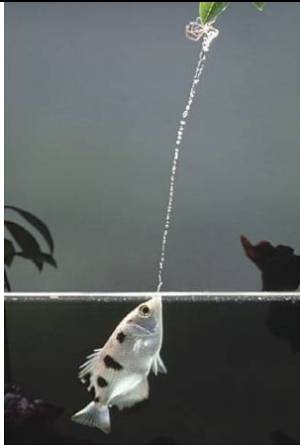
forests of Africa. They are usually about 5 feet tall and weigh about 135 pounds. They have thumbs like people. They also have big toes that look that thumbs. This helps them be able to pick up things with their feet. They eat fruit, leaves, insects, and sometimes small animals.



The *blue-footed booby* lives on the Pacific coasts of North and South America. The only thing they eat is fish. They are large birds with wings that can stretch to about 5 feet. When the male booby wants to impress a female, he does a fancy dance, lifting his bright blue feet one at a time. At the same time, he points his beak to the sky, spreads his wings and whistles.



The *water strider* is found all over the United States. It lives on calm rivers and ponds. It is able to walk on water because at the end of its long legs it has tiny hairs that won't let it sink. The water strider's body is less than 1 inch long. It eats dead insects it finds floating on top of the water.



The *archerfish* hunts by looking for insects on branches hanging low over the water. When it sees a butterfly or beetle, the archerfish squirts water out of its mouth and knocks the insect

down into the water so it can be eaten. The archerfish is about 10 inches long. It can shoot water as far as 3 feet. Archerfish live in the waters from the east coast of Africa to Australia.



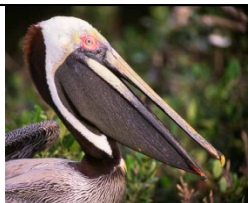
Geckos are noisy insect-eating lizards that can walk on walls and ceilings. They are named after the unusual chirping sound

they make. The bottoms of the gecko's feet are covered with millions of tiny hairs and pads that help them cling to just about any surface – even glass. Most geckos are about 7 inches long



The ***mountain goat*** that lives in the mountains of North America is not really a goat. It is more like an

antelope. This animal is at home on very steep and rocky slopes. The mountain goat has special hooves that help it go where other animals can't. These hooves have a hard outside covering that helps them grip the rocks. They also have a pad on the bottom that keeps the mountain goat from slipping. The mountain goat can be 4 ½ feet tall and weigh nearly 300 pounds. More mountain goats are killed by rockslides and large amounts of falling snow than by their enemies.



The ***brown pelican*** is found on the coasts of North and South America. It has a large pouch of skin on the

bottom part of its bill. The pelican flies 50 to 60 feet above the water looking for fish. When it sees a school of fish, it dives into the water and opens its mouth. The pouch of skin becomes like a net and can hold up to 3 gallons of water and fish. The pelican then takes out the water and eats the fish. Brown pelicans are large birds that can grow to be up to 4 ½ feet long.



The ***tiny mosquito*** is the animal most dangerous to humans. This insect can spread deadly

diseases as it sucks blood. The mosquito has a nose like a needle. It uses its needlelike nose to stab the skin of people and animals. Then it sucks blood through a hollow tube in its nose. We itch after being bitten by a mosquito because it leaves behind chemicals.



The *giant anteater* lives in Central and South America. It eats mostly

termites, not ants. It can eat up to 30,000 termites in a day. The giant anteater can be 8 feet long and weigh 100 pounds. It has a long mouth shaped like a tube. It does not have any teeth. Its tongue is 2 feet long. It uses its sticky tongue to catch insects.



The *egg-eating snake* has jaws that can unhook and skin that is like elastic. That is how it can eat

eggs that are wider than its body. It may take a snake many hours to swallow an egg. It has no teeth but breaks the egg with a special bone in its throat. This African snake will eat as many eggs as it can then go without food for the rest of the year. It grows to about 2 $\frac{1}{2}$ feet long.