1st Grade Scope & Sequence Writing

Days	Unit	Standard(s)/ Outcome(s)	Essential/Guiding Questions	Weekly Writing Focus
10	Launching Writer's Workshop	• Foundational lessons to establish independent writing behavior expectations. • Valuable instruction that develops routines and stamina needed for writing. • Handwriting instruction is embedded within purposeful writing instruction.	• What are the important parts of a writing workshop? • What are writing workshop routines? • How do I use supplies independently? • How do I work with my writing partner? • How can I develop writing stamina?	• Parts of the Writer's Workshop: Teaching, Writing, and coaching, Sharing, and reflecting • Establishing routines • Using supplies independently • Writing Partners • Building Stamina
25	Wonders Unit 1 Weeks 1-5	**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. **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.	• What kinds of activities do we do at school? • What are places in our community? • What are ways to care for pets? • What are different ways we play with our friends? • What can we learn about our favorite games or sports?	**Process Writing:** • Personal Narrative • Informative writing **Writing Trait:** Ideas • Focus on single event • Describing details Organization • Compare and contrast • Order of events
10	Wonders Unit 2 Weeks 1-2	**W.1.3**. Write narratives in which they recount two or more appropriately sequenced events,	• What can we learn about jobs that help the community? • What can we learn about the buildings	**Process Writing:** • Narrative **Writing Trait:** Ideas • Focus on an

		include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	in our community? What are they made of?	idea Organization ● Beginning, middle, and end
20	Wonders Unit 2 Weeks 3-5	**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. **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.	● What can we learn about a habitat? What kinds of creatures live there? ● How can we make our classroom a better place? ● What can we learn about maps?	**Process Writing:** ● Informative ● Narrative **Writing Trait:** Ideas ● Main Idea ● Supporting details Organization ● Beginning, middle and end
25	Wonders Unit 3 Weeks 1-5	**W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **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	● What are the different ways to measure time? ● How do plants change and grow? ● What can we learn about folktales? ● How has our way of life changed over time? ● Where does food come from? How is food produced?	**Process Writing:** ● Poem ● Opinion ● Narrative ● Informative **Writing Trait:** Ideas ● Give reasons for an opinion Word Choice ● Sensory details ● Using specific words ● Using strong verbs Organization ● Main topic and key details

		signal event order, and provide some sense of closure. **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.		
25	Wonders Unit 4 Weeks 1-5	**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. **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. **W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	• What can we learn about animal features? • How can animals help one another? • How do animals survive in their habitats? • What can we learn about insects? • How do people and animals work together?	**Process Writing:** • Narrative • Informative • Opinion **Writing Trait:** Ideas • Give reasons for an opinion Word Choice • Figurative language • Words that tell order Organization • Introduce the topic • Write a concluding sentence
20	Wonders Unit 5 Weeks 1-4	**W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts	• How do we classify and categorize objects? • What can we see in the sky?	**Process Writing:** • Informative • Narrative • Opinion **Writing Trait:**

		about the topic, and provide some sense of closure. **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. **W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	• What can we learn about an invention? • What can we learn about the sounds we hear, specifically on the radio?	Sentence Fluency • Use complete sentences Word Choice • Describing adjectives • Time order words
5	Wonders Unit 5 Week 5	**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	• How are things built?	**Process Writing:** • Informative Organization • Steps in order
25	Wonders Unit 6 Weeks 1-5	**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. **W.1.2.** Write	• How can people work together to make things better? • What are the different parts of a newspaper? • What can we learn about tornadoes? • Why are traditions important? • What can we learn about national holidays in other	**Process Writing:** • Narrative • Informative **Writing Trait:** Ideas • Main idea and Details Sentence Fluency • Varying sentence length • Varying sentence types Voice

		informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	countries?	• Use your own voice