



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 1

Content Area and/or Course Title: Writing

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Launching the Writing Workshop	3 weeks	<p>W.1.1. - Students 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.</p> <p>W.1.2. - Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.1. - Students participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.4. - Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. - Students add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.1a. - Students print all upper- and lowercase letters.</p> <p>RF.1.1a. - Students recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
Personal Narratives	4 weeks	<p>W.1.3. - Students 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>W.1.5. - With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8. - With guidance and support from adults, students recall information from experiences or gather information from provided sources to answer a question.</p>

		<p>SL.1.1. - Students participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.3. - Students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>L.1.1a. - Students print all upper- and lowercase letters.</p> <p>RF.1.2. - Students demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p>
Mentor Text	5 weeks	<p>W.1.3. - Students 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>W.1.5. - With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8. - With guidance and support from adults, students recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1. - Students participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.1a. - Students print all upper- and lowercase letters.</p> <p>L.1.1b. - Students use common, proper, and possessive nouns.</p> <p>L.1.1g. - Students use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.2a. - Students capitalize dates and names of people.</p> <p>L.1.2b. - Students use end punctuation for sentences.</p> <p>L.1.2c. - Students use commas in dates and to separate single words in a series.</p> <p>RF.1.3a. - Students know the spelling-sound correspondences for common consonant digraphs.</p>
Nonfiction Description	4 weeks	<p>W.1.2. - Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5. - With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6. - With guidance and support from adults, students use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8. - With guidance and support from adults, students recall information from experiences or gather information from provided sources to answer a question.</p>

		<p>SL.1.4. - Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.1c. - Students use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p> <p>L.1.1j. - Students produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.5. - With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6. - Students use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>RF.1.2d. - Students segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3f. - Students read words with inflectional endings.</p>
Opinion Writing	3 weeks	<p>W.1.1. - Students 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.</p> <p>SL.1.2. - Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4. - Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6. - Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1. - Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1d. - Students use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>RF.1.3f. - Students read words with inflectional endings.</p>
Nonfiction Again Sequencing & Order	4 weeks	<p>W.1.2. - Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5. - With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.7. - Students 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)</p> <p>W.1.8. - With guidance and support from adults, students recall information from experiences or gather information from provided sources to answer a question.</p>

		<p>L.1.1j. - Students produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>RF.1.3d. - Students use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3e. - Students decode two-syllable words following basic patterns by breaking the words into syllables.</p>
Narrative Revisited	8 weeks	<p>W.1.3. - Students 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>W.1.5. - With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.7. - Students 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)</p> <p>L.1.1j. - Students produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>RF.1.2. - Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3f. - Students read words with inflectional endings.</p>
Wrap Up	2 weeks	<p>W.1.1. - Students 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.</p> <p>W.1.2. - Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.1. - Students participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p>