

Curriculum Calendar

Backward planning: Start with the goal we have for our Ss by the end of the school year and then plan back to the prerequisites Ss need to meet the end of the year goal.

- By the end of the year, Ss will be able to write three sentences with phonetic spelling.
- For Ss who cannot meet the three-sentence goal, their goal is to write one sentence that contains a naming and a telling part.
- The goal is also for that student to verbally elaborate beyond the one sentence.

| Unit of Study | Learning Goals | Notes from Writing Group/Standards | Publishing Date/ Type |
|--|--|------------------------------------|--|
| 1. Unit One: Use illustration check list to illustrate | <ul style="list-style-type: none">○ Teach the structures and routines of WW○ Drawing common experiences and personal experiences<ul style="list-style-type: none">• Starting the year with lessons on drawing (directed drawing)• Teach Ss to use a checklist for their drawings (in packet)• Move towards labeling people, and then naming/labeling the action as a scaffold to writing a sentence | | September 30, 2011 Illustration about a personal or shared experience |
| 2. Unit Two: Writerly Life | <ul style="list-style-type: none">○ Teach Ss to carry on independently as writers○ Teach Ss to listen for the initial sound of a name○ Teach Ss to label people in their story, by writing the first letter○ Ss are drawing and labeling people in their illustrations. Some illustrations are about shared experiences and some are about personal experiences. | | October 28, 2011 Illustration with labels, possibly a sentence for some |

| | | | |
|---|---|---|---|
| 2.5 Unit Two.Five – Small Moments | <ul style="list-style-type: none"> ○ Teach Ss writing 1 sentence about personal experiences ○ A real story that happens to you ○ Teach Ss how to tell stories across pages | | |
| 2.75 Unit Two.Seven-Five – Writing for Readers/Revising | <p>Part 1 - Conventions</p> <ul style="list-style-type: none"> ○ Capitols/Lower case ○ Period at the end ○ Spaces <p>Part 2 – Reading our Writing</p> <ul style="list-style-type: none"> ○ Reading our Writing – So that student writing is readable ○ Putting as many sounds in the word as you hear ● Possible peer revising with Buddy | | |
| 3.Unit Three: Sight Word/ Word Bank Unit (All About Me) | <ul style="list-style-type: none"> ○ Make word banks and sentence starters, such as <ul style="list-style-type: none"> ▪ “I love my...” ▪ “I can...” ▪ “I like to play...” ▪ “My favorite color is...” | (Possibly move this into the LA time) | <p>November 10</p> <p>All About Me Book: 1-3 page book with sentence on each page</p> |
| 4.Unit Four: Procedural Writing/ How to... From a shared experience | <ul style="list-style-type: none"> ○ Tie Holiday activities with Writing by charting steps to activities ○ Make a holiday project/ or cook with the whole class. Then Ss will be writing the steps they took to make the project or food. ○ Story/How To Sorting Chart ○ Whole group→ small group / partners | <p>Possibly combine unit 4/5 – shared to independent</p> <p>Possibly move to later in the year... Depends on your class</p> | <p>December 16</p> <p>Ss will choose one book to publish on own or in partners</p> |

| | | | |
|--|--|---|--|
| | <ul style="list-style-type: none"> ○ pages that detail the steps; first, next, then... | | |
| 5.Unit Five: Procedural Writing on a personal experience | <ul style="list-style-type: none"> ○ Ss brainstorm and choose an activity they enjoy/ are good at. ○ Skill: focus in on a small, part (for example, “How to make a peanut butter and jelly sandwich,” not “How to cook.”) ○ Students describe the steps of the activity in sequence | | <p>January 31</p> <p>Personal How To book</p> |
| 6.Unit Six: Poetry | <ul style="list-style-type: none"> ○ Students experiment with different types of poems: teacher models (for example, “Red as a rose. Blue as a...”) and books ○ After a few shared poems, Ss write their own or use familiar structures with their own words | Optional | <p>March 9</p> <p>Book of Poems</p> |
| 7.Unit Seven: Story Springboard | <ul style="list-style-type: none"> ○ We can borrow and get ideas from authors ○ Read a story repeatedly and /or read a few variations of the story. Such as “The Three Little Pigs” or “There was an old lady who swallowed a fly” to identify common language structures, events ○ When studying “Three Little Pigs,” we will be teaching the concept of beginning, middle, and end. ○ Eventually, Ss will write their own version of the story with identified language structures | <p>7/8 can go together – More predictable store connecting to an author study..</p> <p>Katie Davis??</p> <p>Eric Carle??</p> <p>Mo Williams</p> | <p>April 6</p> <p>Own version of “The 3 Little ____ and the Big Bad ____.”</p> |
| 8. Story Springboard, part 2 | <ul style="list-style-type: none"> ○ When studying “There was an old lady,” (list format) there is no b,m,e. Students can use language structure to write as many pages as they are able in the time provided. | | <p>April 13</p> <p>Own version of “The Little Old ____ Who Swallowed a ____”</p> |

| | | | |
|--|---|-----------------------------------|---|
| 9. Unit 8: Narrative (Small Moment) | <ul style="list-style-type: none">○ Several sentences focused on one story.○ The last instruction working our Ss toward the writing goal. | Move to earlier in the year | May 18 Focused, Small Moment Story |
| 10. Unit Nine: End of the Year Class Project | <ul style="list-style-type: none">○ Very flexible and based on teacher choice○ Possibilities:<ul style="list-style-type: none">▪ Revisit a previous unit and do it again at a more demanding level▪ Give Ss a portfolio of their work and then they write a piece on what they learned or about their favorite writing unit▪ A response to a picture taken from a field trip earlier in the year▪ Research and writing in a “content area” or on a topic of particular interest to the students | Memory Book All about Book | June 13 Varied |