1st Grade Writing Curriculum Map

Teacher: First Grade Writing/Grammar Curriculum

Week	Unit Name (Topic)	Lesson	Objectives	Standards and Eligible Content	Resources	Assessments	Adaptations Modifications	Vocab
3 Weeks (1-3)	Foundational Skills	Concepts of Print Identify letters, words, and sentences Writing a sentence Choose a Topic Make your Topic Better Adding Details Capitalization and Punctuation Sentence	The students will: -demonstrate understanding of the organization and basic features of print -correctly identify letters, words, and sentences -recognize the distinguishing features of a sentence -write one or more sentences -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 -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking	CC.1.1.1.B CC.1.4.1.B CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Evan-Moore Daily 6 Trait Writing McGraw-Hill Reading Wonders online resources teacher made resources	Various Formative assessments Total Participation Techniques	Will vary per Individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	question exclamation statement period exclamation point question mark

			-choose a topic -add details to a topic					
2 Weeks (4-5)	The Writing Process	Prewriting Drafting Revising Editing Publishing Sentences Capitalization and Punctuation Word Order	The students will -be able to identify the 5 stages of the writing process -be able to apply the 5 stages of the writing process with guidance -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 -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -identify and use	CC.1.1.1.B CC.1.4.1.B CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.E CC.1.5.1.G	McGraw-Hill Reading Wonders Finish Line Writing for the Common Core State Standards online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	prewriting brain storming word web graphic organizer drafting revising editing publishing plan audience purpose content voice subject main idea details

			correct word order					
4 Weeks (6-9)	Narrative Writing (2 Week Personal Narrative & 2 Weeks Narratives)	Personal Narratives Temporal / Transition Words Descriptive Sentences Narratives Capitalization and Punctuation Nouns Statements Questions and Exclamations Question and Exclamation Marks Writing Sentences Nouns Commas in a Series	The students will: -recognize that a narrative has a beginning, a middle, and an end -write narratives to develop real or imagined experiences or events in which they recount two or more appropriately sequenced events, including some details regarding what happened, and use temporal words to signal event order and provide some sense of closure -with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -produce and expand complete simple and	CC.1.1.1.B CC.1.4.1.M CC.1.4.1.N CC.1.4.1.O CC.1.4.1.P CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	narrative characters story setting events sequence main idea details beginning middle end spacing personal imagined nouns commas series question mark exclamation point

			compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -identify and produce nouns -use commas to separate single words in a series					
2 Weeks (10-11)	Informational Writing	Sequencing Events Sentences that Explain Singular and Plural Nouns Apostrophe with Contractions Possessive Nouns Apostrophe with Possessive Nouns	The students will -write informative/ explanatory text to examine a topic and convey ideas and information -develop the topic with two or more facts -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking	CC.1.1.1.B CC.1.4.1.A CC.1.4.1.B CC.1.4.1.C CC.1.4.1.F CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts, McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	informational / expository writing labels lists informational text nonfiction apostrophe singular noun plural noun possessive noun contraction apostrophe

			-identify and form singular, plural, and possessive nouns -form contractions with 's					
2 Weeks (12-13)	Opinion	Fact vs. Opinion State an Opinion Common and Proper Nouns Capitalize Proper Nouns Irregular Plural Nouns Capital Letters and Periods	The students will: -write opinion pieces on familiar topics -form an opinion by choosing among given topics -support the opinion with reasons related to the opinion -use a variety of words and phraes -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -identify and form common and proper nouns	CC.1.1.1.B CC.1.4.1.G CC.1.4.1.H CC.1.4.1.I CC.1.4.1.J CC.1.4.1.K CC.1.4.1.L CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	opinion reasons examples persuade convince common noun proper noun period irregular plural noun

			-identify and form irregular plural nouns					
2 Weeks (14-15)	Poetry	Rhyming Words Poems that don't Rhyme Poems that do Rhyme Verbs 1 Commas in a Series Present Tense Verbs2 Titles of Plays	The students will: -identify and form rhyming words -recognize that some poems use rhyming words and some do not -write a poem -use rhyming words to write a poem -with guidance and support from adults, focus on a topic, respond to questions and suggestions form peers, and add details to strengthen writing as needed -recognize that verbs show action -use verbs to convey a sense of past, present, and future -use commas to separate single words in a series -write titles of plays using correct capitalization and underlining	CC.1.1.1.B CC.1.1.1.C CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	sensory detail poem verb present tense commas series rhyme title
1 Week (16)	Letters	The part of a letter	The students will: -with guidance and support from adults	CC.1.1.1.B CC.1.4.1.L CC.1.4.1.O	Mentor Texts McGraw-Hill Reading	Various Formative assessments	Will vary per individual IEPs	letter friendly letter

		Writing a friendly letter Past and Future Tense Verbs Commas in a Series	focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -use verbs to convey a sense of past, present, and future -use commas to separate single words in a series	CC.1.4.1.Q CC.1.4.1.R CC.1.4.1.T CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made resources	Total Participation Techniques	Extension activities for accelerated learners Graphic Organizers Chunking Tasks	greeting closing signature voice commas past future
2 Weeks (17-18)	Narrative	Temporal/ Transition Words *Is* and *Are* Commas in Dates Contractions with Not Apostrophes in Contractions	The students will -recognize that a narrative has a beginning, a middle, and an end -write narratives to develop real or imagined experiences or events in which they recount two or more appropriately sequenced events, including some details regarding what happened, and use temporal words	CC.1.1.1.B CC.1.4.1.M CC.1.4.1.N CC.1.4.1.O CC.1.4.1.P CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts: McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	narrative characters setting events story sequence main idea details beginning

			to signal event order and provide some sense of closure -with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -use singular and plural nouns with matching verbs in basic sentences -use verbs to convey a sense of past, present, and future -correctly use *is* and *are* in basic sentences		online resources teacher-made resources				middle end present past future commas contraction apostrophe

			-use commas to correctly write dates -form contractions with *not* using correct apostrophe placement					
3 Weeks (19-21)	Informational Report	Choosing a Topic Research/ Reliable Sources of Information Identifying Facts *Was* and *Were* Apostrophes with Contractions *Has* and *Have* Capitalization and End Punctuation *Go* and *Do* Capitalize Proper Nouns	The students will: -write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure -choose words and phrases for effect -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 -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -research a topic using a variety of	CC.1.1.1.B CC.1.4.1.A CC.1.4.1.B CC.1.4.1.C CC.1.4.1.D CC.1.4.1.E CC.1.4.1.F CC.1.4.1.T CC.1.4.1.U CC.1.4.1.V CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.B CC.1.5.1.C CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	information report resources research information logical order concluding statement closure paragraph topic

			provided materials -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -use singular and plural nouns with matching verbs in basic sentences -use verbs to convey a sense of present, past, and future -correctly use *was* and *were* in basic sentences -identify and form contractions using correct apostrophe placement -correctly use *has* and *have* in basic sentences -correctly use *go* and *do* in basic sentences -correctly capitalize proper nouns					
2 Weeks (22-23)	Opinion	Fact vs. Opinion State an Opinion	The students will -write opinion pieces on familiar topics -form an option by choosing among	CC.1.1.1.B CC.1.4.1.G CC.1.4.1.H CC.1.4.1.I CC.1.4.1.J CC.1.4.1.K	Mentor Texts McGraw-Hill Reading Wonders	Various Formative assessments Total Participation	Will vary per individual IEPs Extension activities for accelerated	opinion reasons examples

		See and *Saw* Titles of Books Adverbs that Tell *When* Commas in a Series	given topics -support the opinion with reasons related to the topics -create an organizational structure that includes reasons and provides some sense of closure -use a variety of words -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -use verbs to convey a sense of past, present, and future -use see and saw correctly in basic sentences -write titles of Books using correct	CC.1.4.1.L CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made resources	Techniques	learners Graphic Organizers Chunking Tasks	persuade convince statement titles

			capitalization and underlining -use commas to separate single words in a series -identify adverbs that tell when					
1 Week (24)	Directions to a Place (Informational/ Explanatory)	Recognizing and Understanding that directions are arranged in a specific order for a reason Sequence Temporal / Transition Words Using Words that Join Capitalize Proper Nouns	The students will: -write an informational/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure -choose words and phrases for effect -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -identify frequently occurring conjunctions and	CC.1.1.1.B CC.1.4.1.A CC.1.4.1.B CC.1.4.1.C CC.1.4.1.D CC.1.4.1.E CC.1.4.1.F CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.B CC.1.5.1.C CC.1.5.1.E CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	directions capital sequence join combine

			-use frequently occurring conjunctions to combine sentences -capitalize the names of specific places					
2 Weeks (25-26)	Narrative (Description of a Place)	Describe what places look, sound, and feel like Adjectives Capitalization and End Marks Adjectives that Compare Capitalize Days, Months, and Holidays	-The students will -with guidance from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed -include thoughts and feelings to describe experiences and events -use a variety of words and phrases -identify and use frequently occurring adjectives -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -identify and form comparative adjectives using –er and –est	CC.1.1.1.B CC.1.4.1.M CC.1.4.1.N CC.1.4.1.O CC.1.4.1.P CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts: McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	describe fantasy reality word choice punctuation period question mark exclamation point capitalize adjective compare

			-capitalize days of the week, months, and names of Holidays					
2 Weeks (27-28)	Informational (How-to)	Recognizing and Understanding that directions are arranged in a specific order for a reason Lists Temporal / Transition Words *A* and *An* Capitalize/Underline Book Titles Prepositions / Prepositional Phrases Abbreviations	The students will -write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure -sequence how-to directions in a logical order -correctly use the articles a and an -capitalize and underline Book Titles -use frequently occurring prepositions -correctly abbreviate common words using capital letters and punctuation -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking	CC.1.1.1.B CC.1.4.1.A CC.1.4.1.B CC.1.4.1.C CC.1.4.1.D CC.1.4.1.E CC.1.4.1.F CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.B CC.1.5.1.C CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	directions how-to step sequence order article title
2 Weeks (29-30)	Informational Report	Choosing a Topic Research/	The students will -write informative/ explanatory texts in which they name a	CC.1.1.1.B CC.1.4.1.A CC.1.4.1.B CC.1.4.1.C	Mentor Texts McGraw-Hill Reading	Various Formative assessments	Will vary per individual IEPs Extension	information report

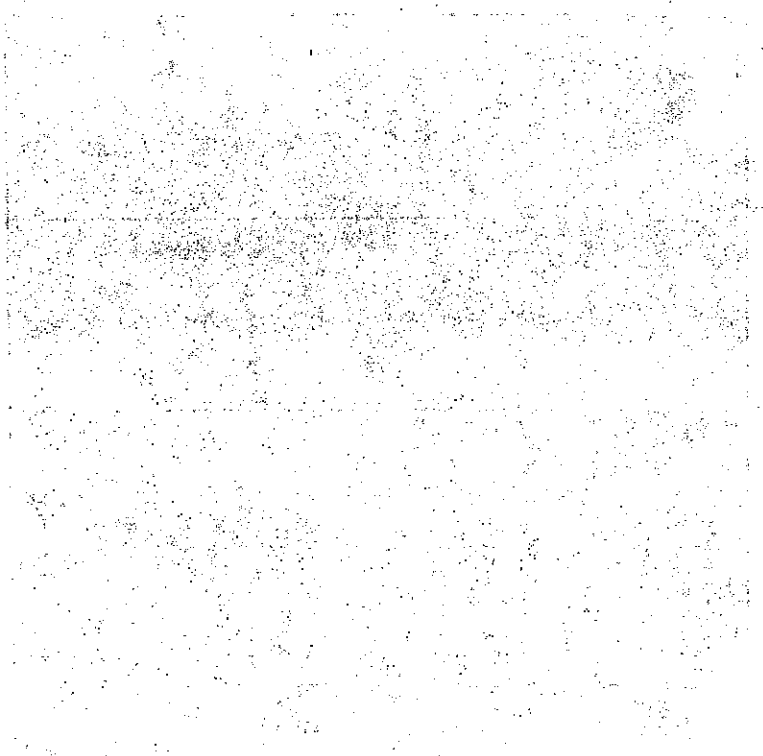
		Reliable Sources of Information Identifying Facts Pronouns Capitalize / Possessive Pronouns Days, Months, Holidays	topic, supply some facts about the topic and provide some sense of closure -research a topic using a variety of provided materials -choose words and phrases for effect -with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed -produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking -identify and use pronouns in basic sentences -capitalize /	CC.1.4.1.D CC.1.4.1.E CC.1.4.1.F CC.1.4.1.T CC.1.4.1.U CC.1.4.1.V CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.B CC.1.5.1.G CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Total Participation Techniques	activities for accelerated learners Graphic Organizers Chunking Tasks	resources research information logical order concluding statement closure paragraph topic days months holidays pronouns possessive pronouns

			-capitalize days, months, and holidays -identify and use possessive pronouns in basic sentences					
1 Week (31)	Thank-you Note	What is a thank-you note/ when to write one Write a thank-you note Special Pronouns Commas in Dates and Letters	The students will: -write a thank-you note -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 -identify and use indefinite pronouns in basic sentences -identify and use commas dates and letters	CC.1.1.1.B CC.1.4.1.L CC.1.4.1.O CC.1.4.1.Q CC.1.4.1.R CC.1.4.1.T CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	thank-you note greeting signature indefinite pronoun comma
2 Weeks (32-33)	Letters	The part of a letter Writing a friendly letter *I* and *Me* Commas in Dates and Letters Adverbs that tell *How*	The students will: -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 -write a friendly letter -identify and correctly use personal pronouns I,	CC.1.1.1.B CC.1.4.1.L CC.1.4.1.O CC.1.4.1.Q CC.1.4.1.R CC.1.4.1.T CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	letter friendly letter greeting closing signature voice commas past

		Abbreviations	and Me in basic sentences -identify and use commas dates and letters -identify adverbs that tell how -correctly abbreviate common words using capital letters and punctuation -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking		teacher made			future
1 Week (34)	Opinion	Fact vs. Opinion State an Opinion	The students will: -write opinion pieces on familiar topics -form an option by choosing among given topics -support the opinion with reasons related to the topics -create an organizational structure that includes reasons and provides some sense of closure -use a variety of words	CC.1.1.1.B CC.1.4.1.G CC.1.4.1.H CC.1.4.1.I CC.1.4.1.J CC.1.4.1.K CC.1.4.1.L CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.G	Mentor Texts McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	opinion reasons examples persuade convince statement

			-produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts -demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking						
2 Weeks (35-36)	Narrative	Temporal / Transition Words Descriptive Sentences Personal Narrative	The students will -recognize that a narrative has a beginning, a middle, and an end -write narratives to develop real or imagined experiences or events in which they recount two or more appropriately sequenced events, including some details regarding what happened, and use temporal words to signal event order and provide some sense of closure -with guidance and support from adults, focus on a topic, respond to questions	CC.1.1.1.B CC.1.4.1.M CC.1.4.1.N CC.1.4.1.O CC.1.4.1.P CC.1.4.1.R CC.1.4.1.T CC.1.4.1.W CC.1.4.1.X CC.1.5.1.A CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	Mentor Texts: McGraw-Hill Reading Wonders Evan-Moore Daily 6 Trait Writing Finish Line Writing for the Common Core State Standards graphic organizers online resources teacher-made resources	Various Formative assessments Total Participation Techniques	Will vary per individual IEPs Extension activities for accelerated learners Graphic Organizers Chunking Tasks	narrative setting events sequence main idea details beginning middle end spacing personal

			and suggestions from peers and add details to strengthen writing as needed - demonstrate a grade-appropriate command of the conventions of standard English when writing and speaking - produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts					



Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	Eligible Content
1	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Informational: Identify and write about one specific topic. Opinion: Form an opinion by choosing among given topics. Narrative: Establish "who" and "what" the narrative will be about.		CC.1.4.1.B CC.1.4.1.H CC.1.4.1.N	
1	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Content for Writing	Informational: Develop the topic with two or more facts. Opinion: Support the opinion with reasons related to the opinion. Narrative: Include thoughts and feelings to describe experiences and events.	Facts Opinion	CC.1.4.1.C CC.1.4.1.I CC.1.4.1.O	
1	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Group information and provide some sense of closure. Opinion: Create an organizational structure that includes reasons and provides some sense of closure. Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	Closure Sequence	CC.1.4.1.D CC.1.4.1.J CC.1.4.1.P	
1	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases. Narrative: Use a variety of words and phrases.	Phrase	CC.1.4.1.E CC.1.4.1.K CC.1.4.1.Q	
1	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Commas	CC.1.4.1.F CC.1.4.1.L CC.1.4.1.R	
1	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		CC.1.4.1.T	
1	Effective research requires multiple sources of	How does one best present findings?	Technology and	With guidance and support, use a variety of digital tools to produce and		CC.1.4.1.U	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	Eligible Content
	information to gain or expand knowledge.		Publication	publish writing including in collaboration with peers.			
1	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Participate in individual or shared research and writing projects.		CC.1.4.1.V	
1	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.		CC.1.4.1.W	
1	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.		CC.1.4.1.X	