

CARTERVILLE SCHOOL DISTRICT
WRITING CURRICULUM
GRADE 1
Revised 2009

FIRST NINE WEEKS

The first nine weeks consists mostly of narrative writing, as the students are learning beginning writing concepts using familiar and personal topics. The teacher models the following expectations through daily mini-lessons, interactive writing and write alouds. The students should be provided time to write after each mini-lesson while the teacher circulates and conferences with students. Students should be provided the opportunity to read aloud or share their writing with the class on a weekly basis. This will allow them to see themselves as an author.

1. Write simple 2-3 word sentences.
2. Use beginning capitalization.
3. Use end punctuation.
4. Use appropriate spacing among letters and words.
5. Write with left to right directionality and return sweep.
6. Write a story in order. (First, Next, Then, Last)
7. Use graphic organizers to produce a sequential story.
8. Experiment with different forms of writing such as narrative stories, making a list, journal writing.
9. Write to a class generated or teacher directed topic.
10. Begin to generate own topics using personal experiences.
11. Use resources in the classroom such as word walls, class charts, labels, and a student dictionary as they are writing.
12. Share writing with an audience reading fluently with a clear voice.

Mini-Lesson Topics – The following are suggestions of possible mini-lesson topics. Ideas are included, but not limited to the following:

- * Capital letters
- * Punctuation
- * Planning a sentence before writing. (say aloud and count number of words)
- * Spacing (spaghetti and meatballs or spaceman)
- * Rereading to check for meaning
- * Stretching words to hear beginning, middle and ending sounds (brave spelling)
- * Using a practice page for tricky or unknown words
- * Using a graphic organizer to plan a story

SECOND NINE WEEKS

The second nine weeks moves toward teacher write alouds/mini-lessons and away from interactive writing. The teacher should model all of the following during daily mini-lessons. The children should then be provided time for independent writing in order to apply these skills within their own writing. The students should be able to generate their own topics and begin to write a more detailed story.

1. Write a complete sentence using beginning capitalization, correct parts of speech, and ending punctuation.
2. Begin to add detail sentences to an ordered story, staying on topic.
3. Use correct spelling of CVC words and high-frequency words, phonetic spelling, and classroom resources to verify correct spelling.
4. Students should write a story with a clear beginning, middle, and end.
5. Identify different forms of written communication (thank-you notes, friendly letters, lists, poems, invitations), audience, and compose text with assistance.
6. Identify the parts and apply to write a friendly letter.
7. Write to retell or summarize a known text. (basal story)
8. Continue to share writing with an audience reading fluently with a clear voice.
9. Write using the first grade graphic organizer to practice portfolio writing, using the narrative genre.

Mini-Lesson Topics – The following are suggestions of possible mini-lesson topics. Ideas are included, but not limited to the following:

- * Create a good lead sentence/attention grabber chart
- * Create a “How to Write a Good Ending” chart (what kind of experience it was, how you felt, and what you hope for)
- * Parts of a letter
- * Writing to Santa, family member and/or friends

THIRD NINE WEEKS

Teacher will continue to model writing through mini-lessons. The teacher should also begin to use student writing (on overhead transparencies) to model mini-lessons such as author's craft or the editing process. During independent writing, the teacher will hold 3-5 minute individual writing conferences with students in order to differentiate and guide each student's writing based on his or her level.

1. Begin to revise stories by adding detail and deleting unnecessary information.
2. Edit and proofread for capital and punctuation in sentences.
3. Begin to notice (a manageable number of) misspelled words in writing and use resources to correct them. i.e. Dictionary, Words I Use When I Write, and environmental print
4. Write expository text that includes related sentences. (within content areas)
5. Write using the first grade graphic organizer to practice portfolio writing, using the narrative genre.
6. Use a revising and editing checklist.
7. Continue to share writing with an audience reading fluently with a clear voice.

Mini-Lesson Topics – The following are suggestions of possible mini-lesson topics. Ideas are included, but not limited to the following:

- *Create a describing word chart
- *How to go back into text and add a describing word and/or details
- *Model each part of a revising and editing checklist (each part should be modeled slowly)
- *How to use a dictionary or other writing resource

FOURTH NINE WEEKS

The fourth nine weeks the teacher lets the students' writing guide the mini-lesson topics. Mini-lessons are typically review of previously taught concepts in order to achieve mastery.

1. Continue to write using the first grade graphic organizer to practice portfolio writing, using the narrative genre.
2. Begin to publish writing with assistance.
3. Continue to share writing with an audience reading fluently with a clear voice.
4. During share time, the audience should be listening for good writing techniques and provide feedback.
5. Write expository text that includes related sentences. (within content areas)