

1st Grade Composition Curriculum Document

Graves County Schools



Includes: Standards, Questions Stems, Essential Skills, Vocabulary, Pacing,
On-Demand Writing Format

Kentucky Academic Standard	Question Stems (formative assessment)	Essential Skills to Master	Vocabulary	Grading Period
Text Types and Purposes				
<p>C.1.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>? Who is your audience?</p> <p>? Did I completely explain my opinion of the topic or argument in my paper?</p> <p>? How did I support my opinion with details?</p> <p>? Did I include transitional or linking words? (First, next, then, last)</p> <p>? Did my opinion end with a strong conclusion?</p> <p>? Does your conclusion sum up or restate your opinion or purpose?</p> <p>**At this grade level this is often done with a favorite book, character, season, etc.</p> <p>**Graphic organizers are helpful to break down the writing</p>	<p><input type="checkbox"/> Understand the concept of having an opinion about a topic</p> <p><input type="checkbox"/> Have the ability to express orally an opinion, such as like or dislike of a chosen topic and support that opinion with a reason</p> <p><input type="checkbox"/> Be able to write a brief opinion piece about a topic and provide a reason for that opinion</p> <p><input type="checkbox"/> Know what linking words are and how to use them when moving from one reason to another</p> <p><input type="checkbox"/> Know that conclusions should restate, or sum up, the writing</p>	<ul style="list-style-type: none"> ● opinion ● details ● peer collaboration ● topic ● reasons ● details ● transition 	<p>1</p>

	process for young writers.			
<p>C.1.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>? Are you writing to inform or explain?</p> <p>? What is your topic?</p> <p>? Did you begin your writing with a topic sentence?</p> <p>? What example, definitions, and details will you use to explain your topic?</p> <p>? What details will you use to explain your topic?</p> <p>? What examples would help you explain your topic?</p> <p>? Where can you find more information about your topic?</p> <p>? What is a logical way to conclude your piece?</p> <p>? Have you talked to a partner about your topic?</p>	<p><input type="checkbox"/> Know the difference between writing text to inform or explain</p> <p><input type="checkbox"/> Know how to write a topic sentence</p> <p><input type="checkbox"/> Know how to group related information together</p> <p><input type="checkbox"/> Use facts, definitions, and details to develop topic</p> <p><input type="checkbox"/> Use linking words and phrases to connect ideas</p> <p><input type="checkbox"/> Know how to conclude by using a statement or explanation</p>	<ul style="list-style-type: none"> ● topic ● inform ● explain ● topic sentence ● examples ● definitions ● details ● conjunctions ● conclusion 	<p>2</p>

<p>planning, revising and editing</p>	<p>**At this grade level this is often done with a non-fiction book study about animals, holiday, life cycle, etc. **Graphic organizers are helpful to break down the writing process for young writers.</p>			
<p>C.1.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p>	<p>? Who is your story about?</p> <p>? Where does your story take place? (Setting)</p> <p>? Did you use words like earlier, later, soon, to show how time is changing in the story?</p> <p>? What problem will the main character face?</p> <p>? Does the problem change the character's acts or thoughts?</p> <p>? Have you used details that will help your readers see and know the characters?</p> <p>? What events will lead up to your conclusion?</p>	<p><input type="checkbox"/> Know that a narrative tells a story</p> <p><input type="checkbox"/> Understand who is telling the story</p> <p><input type="checkbox"/> Know how to move from one event to another</p> <p><input type="checkbox"/> Use the character's words to help explain what is happening in the story</p> <p><input type="checkbox"/> Understand how using time words moves the story forward</p> <p><input type="checkbox"/> Recognize temporal words</p> <p><input type="checkbox"/> Understand story elements</p> <p><input type="checkbox"/> Know how to conclude a narrative</p>	<ul style="list-style-type: none"> ● setting ● character ● problem ● details ● descriptive words ● actions ● thoughts ● emotions ● temporal words ● closure 	<p>3</p>

<p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>? Where can you add more descriptive words and information to make your story more exciting?</p> <p>**At this grade level this is often done with a shared class experience at the beginning of the year, and gradually releasing to individual experiences as students learn the writing process and format..</p> <p>**Graphic organizers are helpful to break down the writing process for young writers.</p>	<p><input type="checkbox"/> Revise the narrative with help from teachers and peer</p>		
<p>Production and Distribution</p>				

<p>C.1.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p>	<p>? How will you divide the work so that you all contribute to the project?</p> <p>? Where will you save your work until you are ready to print?</p> <p>? What program will you use to publish your work?</p> <p>? What online resources could help you research this topic?</p> <p>? What digital tools could you use to create this product?</p> <p>? How can you work as a team to complete this task?</p> <p>**Google Slides templates can be shared with students to create a shared collaborative project that can be published or sent to other individuals.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Have basic keyboarding skills <input type="checkbox"/> Use a variety of digital resources <input type="checkbox"/> Have a system for saving and storing work until it is ready for publishing <input type="checkbox"/> Know and use Internet tools such as: search engines, online dictionaries and thesaurus, spell and grammar check <input type="checkbox"/> Create a finished product <input type="checkbox"/> Collaborate with peers <input type="checkbox"/> Seek guidance from peers and adults to help add language and ideas to writing 	<ul style="list-style-type: none"> ● digital resources ● search engine ● publish ● collaborate ● peers 	<p>4</p>
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Research to Build and Present Knowledge

C.1.5

Conduct shared research and writing projects that build knowledge about a topic.

- ? What is the topic of your report?
- ? Can you narrow your topic?
- ? What sources will you use to find information?
- ? What key words can you use to find your topic online?
- ? Where can you go to find more information?
- ? How will you give your sources credit?
- ? What is the page called where you will list your sources?
- ? How will your group divide the work?

****This is often paired with science/social studies standards or a non-fiction book study.**

- Know how to select a topic that can be researched
- Use brainstorming, webs, clusters to help generate ideas.
- Understand how to use reference materials such as: encyclopedias, search engines or databases
- Understand how to use keywords for searching a topic
- Know how to use graphic organizers or Thinking Maps
- Understand organizational structures that are used when writing a research report
- Know how to cite sources

- research
- topic
- resources
- writing project

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<p>C.1.6 Collect information from real-world experiences or provided sources to answer or generate questions.</p>	<p>? What sources did you use to find your information?</p> <p>? What sources did you find on an internet search?</p> <p>? What sources did you find in a library search?</p> <p>? How can you paraphrase this sentence?</p> <p>? Can you write this sentence using your own words?</p> <p>? Is this information important to your research?</p> <p>**This is often paired with science standards easily at this grade level.</p>	<p><input type="checkbox"/> Answer a question by recalling information from experiences.</p> <p><input type="checkbox"/> Answer a question using information from a provided source or multiple sources.</p> <p><input type="checkbox"/> Recall information.</p> <p><input type="checkbox"/> Gather information from sources.</p> <p><input type="checkbox"/> Know how to use search engines Understand how to summarize information</p> <p><input type="checkbox"/> Understand how to sort information by categories</p> <p><input type="checkbox"/> Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps</p>	<ul style="list-style-type: none"> ● collect ● real world experiences ● generate ● sources 	<p>4</p>
<p>Range of Writing</p>				
<p>C.1.7 Begins in 3rd Grade</p>				

The following **On-Demand Writing Formats** are the district-wide formats to be used at each grade-level *in varying degrees*. The ultimate goal is for students to use the complete format by the end of 5th grade and perfect and enhance their writing by the end of 6th grade. Each grade-level can complete part of the format and build up to the ultimate goal of having proficient writers.

Informational Writing Structure

Introduction

-Hook the Reader

-Transition sentence to situation (connect hook to reason for writing...)

-Purpose Statement (example- Today, I am writing a _____ to you, _____.

-Overview of Three main points: You will learn about _____, _____, and _____.

Body One:

Transition word or phrase

Topic One - Explain and give details

T, D,E,D,E,D,E,C

Body Two:

Transition word or phrase

Topic One - Explain and give details

T, D,E,D,E,D,E,C

Body Three:

Transition word or phrase

Topic One - Explain and give details

T, D,E,D,E,D,E,C

Conclusion:

Transition word or phrase

-Restate situation

-Restate purpose and three main points

-Take away clincher

Narrative Writing Structure

Introduction

- Hook the Reader
- Set the scene for the reader by briefly describing the setting and main characters
- Create a statement of suspense or preview statement..."This was the day I would never forget..."

Body One:

Transition word or phrase

BEGINNING - EXPLAIN and give details

Describe the characters involved

Describe the setting

Describe what happens at the beginning of the event

Slowly BUild Suspense

Body Two--EXPLODE THE MOMENT

Transition word or phrase

MIDDLE-EXPLAIN and give details about the conflict that is arising.

What is happening as the plot thickens?

What is the climax? How events cause the main character to drastically change.

Body Three

Transition word or phrase

END OF CONFLICT/SITUATION --EXPLAIN and give details

Describe how the event begins to slow down.

What happens after the "Big Event" that could end your story of the situation?

Conclusion

Transition word or phrase

Take away ending

Theme - What did you LEARN from this experience or could your reader LEARN?

DID YOU USE FIGURATIVE LANGUAGE? IMAGERY? DIALOGUE?

SHOW DON'T JUST TELL!