

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: **First Grade**

Enduring Understanding: **WRITING** is a message-getting, problem-solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
Writers understand concepts about how print and texts work.	I can leave space between words as I write my ideas.	Writers put space between words so readers know where one word ends and another begins. This makes it easier to read.							1.2.01	<ul style="list-style-type: none"> • Space • Words • Begin • End 	<u>Performance Assessments</u> <ul style="list-style-type: none"> ▪ Anecdotal notes (in small and whole group settings during interactive writing and shared writing) 	LEARNING SKILLS OBJECTIVES <u>Information & Communication Skills</u> PK-2.1.TT1 PK-2.1.TT2 PK-2.1.TT3 PK-2.1.TT4 PK-2.1.TT7
	I can write my ideas as short sentences. (Records simple 3-4 word sentences.)	Writers put their ideas into sentences for others to read.							1.2.01 1.2.02 1.2.03 1.2.04 1.2.05 1.2.06 1.2.07 1.2.08	<ul style="list-style-type: none"> • Left • Right • Top • Bottom • Capital • Lower case • Sentence • Period • Exclamation mark • Ending punctuation 	<ul style="list-style-type: none"> ▪ Conference Notes ▪ Dominie Dictation Class Analysis Sheet ▪ Dominie Dictation Task 	<u>Thinking & Reasoning Skills</u> PK-2.2.TT1 PK-2.2.TT3 <u>Personal and Workplace Skills</u> PK-2.3.TT1 PK-2.3.TT2 PK-2.3.TT3 PK-2.3.TT5 PK-2.3.TT6
	I can write my ideas as sentences. (Records related 1-2 sentences.)											
	I can write my ideas as sentences. (Records related 3-4 sentences.)											
	I can write my ideas as sentences. (Records related 4-5 sentences.)											
	I can write going left to right and top to bottom across my paper.	Writers know there is a specific way/direction we follow to write ideas on paper so others can read it.									<u>Product Assessments</u> <ul style="list-style-type: none"> ▪ Drawing/ Writing in Response to Reading ▪ Writing Samples 	<u>Technology Resources</u> <ul style="list-style-type: none"> • Digital storytelling

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Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
	I can write my letters smoothly and correctly so others can easily read them.	Writers practice so they can learn to write letters clearly and correctly to make it easy for others to read what they have written.										<ul style="list-style-type: none"> • Kidspiration • MS Paint • MS PowerPoint • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
	I can write my message/story using lower case letters most of the time. I don't have capital letters in the middle of words or sentences.	Writers know that most of their message is written using lower case letters. They know capital letters are only used at specific times.										
	I can use ending punctuation in my writing. I can put periods at the end of sentences that tell and exclamation marks at the end of sentences to show that they should be read with a lot of feeling. (Begins to include some ending punctuation for declarative and exclamatory sentences.)	Writers know that the marks they use to end sentences help others read what they have written. Writers know ending punctuation tells the reader where one thought ends and another begins and how to read the piece.										
	I can vary the way I begin my sentences. I can vary the length of my sentences.	Writers vary the types of sentences they write. This variety adds to the flow and clarity of what they write.							1.2.02 1.2.06 1.2.07 1.2.08 1.2.11			

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	I can edit my writing for some capitalization, ending punctuation, spelling, and appropriate grammar.	Writers edit their work to check that spelling, punctuation, capitalization, and grammar are correct.							1.2.06 1.2.07 1.2.08	<ul style="list-style-type: none"> • capitalization • ending punctuation • spelling • grammar 		
Writers develop a core of known words.	I can write some words quickly and correctly. These are words I use a lot in my writing. (Goal: 75 words by the end of the year that appear in standard spelling.)	Writers learn to write words correctly that they use often. Knowing how to spell words helps them get their ideas down quickly and helps others read them.							1.2.05	<ul style="list-style-type: none"> • High frequency words • Sight words 		
Writers distinguish how letters and words look or sound different.	I can write some of the sounds I hear in the order I hear them for words I'm not sure how to write. (Some sound/symbol correspondence evident in temporary spellings)	Writers think about the letters they hear and write these down to help them and others read what they write.							1.2.05	<ul style="list-style-type: none"> • Letters • Words 		
	I can write the beginning and ending sounds I hear. (Approximately represents beginning and ending dominant consonant sounds in a consistent manner)							<ul style="list-style-type: none"> • Beginning • Ending 				
	I can write medial sounds I hear. (Represents medial dominant consonant sounds in a consistent manner)							<ul style="list-style-type: none"> • Medial 				

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	I can say words slowly to help me record the sounds I hear.	Writers know how to say words slowly to help them record the sounds they hear. This makes it easier to read their work.							1.2.05 1.2.06 1.2.10 1.2.11				
	I can include vowels in my words. (May not be appropriate vowel)	Writers think about the letters they hear and write these down to help them and others read what they write.							1.2.05	• vowel			
	I can include vowels in my words. (Begins to use common spelling patterns)												
	I can include consonant digraphs and blends in my writing.									• Digraphs • Blends			
	I can write more words using the conventions of spelling. (spell high frequency words correctly, spell irregular words correctly, transition from phonetic to conventional spelling)								1.2.05				
Writers use a range of strategies to record words and ideas.	I can use things in the classroom to help me write certain words the way they look in a book. (Word wall, name chart, books, etc.)	Writers use resources that are around them to help record their ideas.							1.2.05 1.2.11	• Word wall • Name chart • Resource • Record			
	I can think about words I know to help me write new words. (uses analogy and word families to record novel words)	Writers use words they know to help them record unknown words so they look like words in our language, making it easier to read their work.							1.2.05	• Analogy • Word families			

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	I can make my words match my pictures.	Writers use pictures and words to convey meaning.							1.2.03 1.2.04			
Writers have various ways to check their work. Writers search and revise their writing to check that it makes sense.	I can reread my message to make sure it makes sense. If something isn't quite right, then I can go back and fix it.	Writers reread their work to make sure it makes sense. Rereading helps them to check that their piece says what they want it to say. If something needs to be added or changed, they make these revisions.							1.2.02 1.2.03 1.2.04	<ul style="list-style-type: none"> • Reread • Check • Make sense • Revision 		
	I can reread my work to make sure it is organized, clear, and I chose the best words. If something isn't quite right, I can go back and fix it with help from my teacher.											
Writers are actively engaged in thinking and talking about their work before, during, and after writing.	I can tell and write stories from my life.	Writers see their life as a source for story ideas. They can tell these stories and then write them down for others to read.							1.2.03 1.2.04	<ul style="list-style-type: none"> • Ideas • Action • Event • Order 		
	I can use my writing time to draw pictures that show my ideas or stories.	Writers can use pictures, letters, and words to record their stories/ideas.		X	X	X	X	X	1.2.04	• Record		
	I can draw things that help others understand what my story is about. I can include details in my illustrations.	Writers use drawings/illustration to help others understand what their pieces are about.								• Illustrations		

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	I can talk about what I have drawn/written.	Writers talk with other writers/people about what they have drawn and/or written. Writers share their work with others.							1.3.03			
	I can plan for my writing work in different ways. (e.g. talking with partners, sketching, touching page and telling story, telling story across fingers, use of graphic organizers)	Writers plan for their writing work. They have different ways to plan. The planning helps them to notice if what they have written makes sense, is focused, and is organized.							1.2.02 1.2.03 1.2.04 1.2.09 1.3.03	<ul style="list-style-type: none"> • Plan • Focus • Organized • Makes sense • Sketching • Graphic organizer 		
Writers have specific techniques for organizing their writing.	I can include main ideas and supporting details in my writing.	Writers know their writing is trying to say something. They include an important idea to share their thinking with others in an understandable way.							1.2.02 1.2.03 1.2.04	<ul style="list-style-type: none"> • Main idea • Supporting details 		
	I can write a narrative text with help from my teacher that : <ul style="list-style-type: none"> • Contains story structure • Includes character, setting, problem, solution 	Writers know that stories have features that readers expect, and they include these elements in their stories.							1.2.03 1.2.04	<ul style="list-style-type: none"> • Story structure • Character • Setting • Problem • Solution 		

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	I can organize my writing according to the genre. (Narrative, How-To, Somebody Wanted But So (SWBS), Poetry)	Writers plan for their writing work and have different ways to plan.							1.2.03 1.2.04 1.2.09	<ul style="list-style-type: none"> • Genre • Narrative 		
Writers develop a sense of purpose about their writing.	I can learn about writing from the work of published writers. I can tell what I learned about writing well after studying various pieces of writing. I can use things I've learned from studying other writing. I can do these things with help from my teacher. (e.g. details, strong leads, sensory imagery, repetition, beautiful language, etc.)	Writers study craft to imagine how something could be written. This thought process gives writers energy and intention for their work.							1.2.09	<ul style="list-style-type: none"> • Details • Lead • Sensory imagery • Repetition • Beautiful language • Energy • Intention 		
	I can write different types of genres. (e.g. narrative, how-to, poetry)	Writers like to explore different types of genres in their writing.							1.2.04 1.2.09	<ul style="list-style-type: none"> • Narrative • How-to • Poetry 		

References/Resources:

- Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
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Ray, Katie Wood, *About the Authors*, Portsmouth, New Hampshire, Heinemann, 2004.
Ray, Katie Wood, *Wondrous Words*, National Council of Teachers of English, January 1, 1999.
Ray, Katie Wood, *What You Know by Heart*, Portsmouth, New Hampshire, Heinemann, 2002.

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