

First Grade Scope and Sequence - Writing

	First Trimester August - November	Second Trimester November - March	Third Trimester March - June
Writing Procedures The structure of the writing workshop and the writing process	<ul style="list-style-type: none"> • Explaining the routines, guidelines, and procedures of Writing Workshop • Explaining the components of Writing Workshop - mini-lessons, writing, conferring, sharing (speaking clearly and audibly), and offering feedback (praise) • Establishing Publishing procedures 	<ul style="list-style-type: none"> • Continue to review procedures previously taught • Explaining the components of Writing Workshop - self assessment using writing rubrics, sharing (responding to audience), offering feedback (questions) 	<ul style="list-style-type: none"> • Continue to review procedures previously taught • Explaining the components of Writing Workshop- offering feedback (suggestions)

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<p>Writing Craft</p> <p>The "how to" and qualities of good writing</p>	<ul style="list-style-type: none"> • Labeling pictures • Writing picture captions • Selecting a topic • Prewriting using discussions and graphic organizers such as webs, pictures • Creating original work • Telling a complete story • Writing sentences (complete thoughts) • Expressing thoughts clearly • Staying on topic • Using details to describe (simple to more complex) • Illustrating text • Writing for a variety of purposes- expressive • Using a variety of modes to develop writing such as personal narrative, procedures, letters, lists, signs, journal entries • Responding to literature 	<ul style="list-style-type: none"> • Continue to review strategies previously taught • Organizing writing in sequence • Writing an interesting lead/ beginning • Writing an ending that shows closure • Showing a sense of audience • Writing for a variety of purposes- informative • Beginning to use figurative language - onomatopoeia • Using transition words such as first, next, then, finally, after • Choosing vivid word (nouns, verbs, adjectives) • Using teacher and peer guided revision (review, confer, make simple changes) • Creating a complete text 	<ul style="list-style-type: none"> • Continue to review strategies previously taught • Writer begins expressing own personality - voice • Writing for a variety of purposes - persuasive • Beginning to use figurative language - simile • Using a variety of modes to develop writing such as: note taking, email, reports

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Writing Mechanics The conventions of writing (capitalization, punctuation, spelling, usage, and grammar)	<ul style="list-style-type: none"> • Differentiating between letter, word, and sentence • Spacing between words • Stretching words (encouraging transitional spelling) • Spelling word wall words correctly • Using capital letters (sentence beginnings, proper nouns, I) • Using punctuation . ? ! • Editing -teacher assisted 	<ul style="list-style-type: none"> • Continue to review skills previously taught • Beginning to use editing marks such as: caret, circled misspellings • Beginning to edit independently 	<ul style="list-style-type: none"> • Continue to review skills previously taught • Using commas in a series