

Mead School District Curriculum Map K-8

Content Area: Language Arts/Writing

Grade Level: 1st

Conventions Key
SP – Spelling
C – Capitalization
S – Sentences
P – Punctuation
G - Grammar

Overarching Enduring Understandings

1. Writing conveys meaning.
2. Effective writers use specific techniques (style, word choice, organization) to better communicate personally, recount, and explain.
3. Audience and purpose influence writing form.
4. Writing helps us clarify, as well as express, our thoughts.
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Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
September/ November	Writing Process	<p><u>1. Understands and uses a writing process</u> <u>1.1 Prewrites to generate ideas and plan writing</u> 1.1.1 Applies at least one strategy for generating ideas and planning writing</p>	<p>Write Source Resource Handbooks Electronic Resources: www.readwritethink.org/index.asp www.marcopolo.wednet.edu (Click Washington state standards on left side) www.webquest.org http://school.discovery.com/schrockguide/index.html www.nwrel.org/assessment/lessonplans.php?odelay=2&d=1 (under all grades go to early elementary, then to the trait you want) www.cyberspaces.net/6traits/ www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits/html</p>	Baseline Writing Sample
	<p>Writing Forms: Personal Writing Procedural</p>	<p><u>2. Writes in a variety of forms for different audience and purposes</u> <u>2.1 Adapts writing for a variety of audiences</u> 2.1.1 Knows that an audience exists outside of self <u>2.2 Writes for different purposes</u> 2.2.1 Understands that writing has different purposes <u>2.4 Writes for career applications</u> 2.4.1 Knows important personal information</p>	<p>Foss Science Recount Template</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
September/ November Continued	Writes Clearly & Effectively	<p><u>3. Writes clearly and effectively</u> <u>3.1 Develops ideas and organizes writing</u> 3.1.1 Selects topic, adds detail, and elaborates <u>3.3 Knows and applies writing conventions appropriate for the grade level</u> 3.3.1 Understands and applies spacing and directionality; writes legibly 3.3.2 Spells phonetically using some conventional spelling 3.3.3 Applies capitalization rules 3.3.4 Applies punctuation rules 3.3.6 Uses complete sentences</p>	<p>Sitton Spelling Six Traits Conventions Map</p>	
	Analyzes Effectiveness	<p><u>4. Analyzes and evaluates effectiveness of written work</u> <u>4.1 Analyzes and evaluates others' and own writing</u> 4.1.2 Uses criteria for analyzing own writing <u>4.2 Sets goals for improvement</u> 4.2.1. Identifies general goals for own writing</p>	<p>Holistic WASL Rubric Student Rubric</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
December/ March	Writing Process	<p><u>1. Understands and uses a writing process</u> <u>1.1 Prewrites to generate ideas and plan writing</u> 1.1.1 Applies at least one strategy for generating ideas and planning writing <u>1.2 Produces drafts</u> 1.2.1 Produces a draft in sentences</p>	Write Source Resource Handbooks	Recount (Teacher scored using Holistic WASL rubric, building prompts)
	Writing Forms: Personal Writing Procedural	<p><u>2. Writes in a variety of forms for different audience and purposes</u> <u>2.1 Adapts writing for a variety of audiences</u> 2.1.1 Knows that an audience exists outside of self <u>2.2 Writes for different purposes</u> 2.2.1 Understands that writing has different purposes <u>2.3 Writes in a variety of forms/genres</u> 2.3.1 Understands there is more than one form/genre of writing <u>2.4 Writes for career applications</u> 2.4.1 Knows important personal information</p>	Foss Science Recount Template	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
December/ March Continued	Writes Clearly & Effectively	<p><u>3. Writes clearly and effectively</u> <u>3.1 Develops ideas and organizes writing</u> 3.1.1 Selects topic, adds detail, and elaborates 3.1.2 Organizes multiple sentences on one topic showing beginning, middle, and ending <u>3.2 Uses Appropriate Style</u> 3.2.2 Uses a variety of words 3.2.3 Understands sentence fluency <u>3.3 Knows and applies writing conventions appropriate for the grade level</u> 3.3.1 Understands and applies spacing and directionality; writes legibly 3.3.2 Spells phonetically using some conventional spelling 3.3.3 Applies capitalization rules 3.3.4 Applies punctuation rules 3.3.6 Uses complete sentences</p>	<p>Sitton Spelling Six Traits Conventions Map</p>	
	Analyzes Effectiveness	<p><u>4. Analyzes and evaluates effectiveness of written work</u> <u>4.1 Analyzes and evaluates others' and own writing</u> 4.1.1 Understands criteria is used to select a preferred piece of writing 4.1.2 Uses criteria for analyzing own writing <u>4.2 Sets goals for improvement</u> 4.2.1. Identifies general goals for own writing</p>	<p>Holistic WASL Rubric Student Rubric</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
April/June	Writing Process	<p><u>1. Understands and uses a writing process</u> <u>1.1 Prewrites to generate ideas and plan writing</u> 1.1.1 Applies at least one strategy for generating ideas and planning writing <u>1.2 Produces drafts</u> 1.2.1 Produces a draft in sentences <u>1.3 Revises to improve text</u> 1.3.1 Revises text by adding words and/or phrases to draft <u>1.4 Edits text</u> 1.4.1 Applies understanding of editing appropriate for grade level <u>1.5 Publishes text to share with audience</u> 1.5.1 Publishes own writing</p>	Write Source Resource Handbooks	Recount (Teacher/grade level scored on Holistic WASL rubric, building prompts)
	Writing Forms: Personal Writing Procedural	<p><u>2. Writes in a variety of forms for different audience and purposes</u> <u>2.1 Adapts writing for a variety of audiences</u> 2.1.1 Knows that an audience exists outside of self <u>2.2 Writes for different purposes</u> 2.2.1 Understands that writing has different purposes <u>2.3 Writes in a variety of forms/genres</u> 2.3.1 Understands there is more than one form/genre of writing <u>2.4 Writes for career applications</u> 2.4.1 Knows important personal information</p>	Foss Science Recount Template	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
April/June Continued	Writes Clearly & Effectively	<p><u>3. Writes clearly and effectively</u> <u>3.1 Develops ideas and organizes writing</u> 3.1.1 Selects topic, adds detail, and elaborates 3.1.2 Organizes multiple sentences on one topic showing beginning, middle, and ending <u>3.2 Uses Appropriate Style</u> 3.2.2 Uses a variety of words 3.2.3 Understands sentence fluency <u>3.3 Knows and applies writing conventions appropriate for the grade level</u> 3.3.1 Understands and applies spacing and directionality; writes legibly 3.3.2 Spells phonetically using some conventional spelling 3.3.3 Applies capitalization rules 3.3.4 Applies punctuation rules 3.3.5 Applies usage rules 3.3.6 Uses complete sentences</p>	<p>Sitton Spelling Six Traits Conventions Map</p>	
	Analyzes Effectiveness	<p><u>4. Analyzes and evaluates effectiveness of written work</u> <u>4.1 Analyzes and evaluates others' and own writing</u> 4.1.1 Understands criteria is used to select a preferred piece of writing 4.1.2 Uses criteria for analyzing own writing <u>4.2 Sets goals for improvement</u> 4.2.1. Identifies general goals for own writing</p>	<p>Holistic WASL Rubric Student Rubric</p>	

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