

## 1<sup>st</sup> Grade Writing Public Overview 2024-2025

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

**Included at the end of this document, you will find:**

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content

**To advance to a particular grading period, click on a link below.**

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

**At Home Connections:**

- Encourage children to write daily about topics of their choice.
- Encourage your child to tell stories to help them organize ideas and sequence events. Tell your child stories so he or she has a model of a proficient storyteller.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children keep a list of books read and write a phrase or sentence response about their reading (e.g. "This book made me laugh.")

### Grading Period 1

#### Unit 1: Writers Build Good Habits

Estimated Date Range: 8/8 – 9/13

Estimated Time Frame: 26 days

**Unit Overview:**

The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students.

Teachers follow a framework to teach the writing process and to model writing strategies:

- Mini-lesson- teach the writing process and model writing strategies
- Independent Writing- provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics
- Conferring- provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions
- Share time- provides opportunities for students to discuss and share what they have written

In the first concept, *We Are All Writers*, writers will learn the expectations, procedures, and routines for writing workshop. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.

In the second concept, *Writers Use the Writing Process*, writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.

In the third concept, *Writers Work With the Teacher*, writers learn the procedures for conferring and working in a small group with the teacher.

In the fourth concept, *Writers Study Pattern Books to Get Ideas for their Writing*, students begin by reading a variety of pattern books. Students will use the books to help them come up with ideas to write about. Students will then prewrite and draft their own pattern book.

**At home Connections:**

- Tell stories about what happened in your day and ask your student questions about what happened in their day.
- Create a journal for the household. Family members can take turns writing about their day in the journal and sharing it with each other.

<b>Concepts within Unit #1</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit</b>	<b>Success Criteria for this unit</b>
<i>Concept #1: We are all Writers</i>  1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.10(E), 1.11(A), 1.11(B)	Competency 6: Writing to Communicate Meaning  Competency 8: Writing with Grade Level Conventions	<ul style="list-style-type: none"> <li>• Gather ideas by drawing and/or writing</li> <li>• Participate in conversations about writing</li> <li>• Participate in a writing conference</li> <li>• Demonstrates an awareness that he/she is a writer</li> <li>• Practices correct letter formation</li> <li>• Uses capitalization and punctuation</li> </ul>
<i>Concept #2: Writers Learn the Writing Process</i>  1.1(A), 1.1(B), 1.1(C), 1.10(E), 1.11(A), 1.11(B)i, 1.11(B)ii, 1.11(C), 1.11(D)i, 1.11(D)viii, 1.11(D)ix, 1.11(E), 1.12(A), 1.12(B)		
<i>Concept #3: Writers Work with the Teacher</i>  1.1(A), 1.1(C), 1.1(D), 1.11(A), 1.11(B)i, 1.11(E)		
<i>Concept #4: Writers Study Pattern Books to Get Ideas for Their Writing</i>  1.11(A), 1.10(E), 1.10(B), 1.11(B)i, 1.12(A)		
Integrated Standards: 1.1(F), 1.2(C)iii, 1.2(C)iv, 1.1(E)		

**Unit 2: Writers Write Personal Narratives**

Estimated Date Range: 9/16 - 10/31

Estimated Days: 28

\*Note 12 days of this unit are in the 2<sup>nd</sup> 9 weeks

**Unit Overview:**

In this unit, students will learn to write personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper.

In Concept 1, *Writers Write Pattern Books and Elaborate*, students use will be revising and editing. Students will learn to revise for descriptive words and put details in their illustrations so their reader can better understand their writing. Students will edit their papers based on an editing lesson and use a rubric to check their writing.

In Concept 2, *Writers Share Their Books with Others*, writers publish their best piece and share it with others in order to celebrate the hard work that went into writing across the unit.

In Concept 3, *Writers Write Small Moments*, writers are immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students learn to tell their stories across their hands and sketch their stories across the pages. Writers will learn to zoom in on small moments and elaborate on them by adding details and trying out new leads. Students will be learning about grammar by looking at mentor texts and then editing their own papers based on what they learn. Students will work together, using checklists, to revise, edit, and check for clarity.

In Concept 4, *Writers Add Details to Make Their Stories Come Alive*, writers will go through the writing process again to create another personal narrative. Students will be looking at mentor texts to try out new endings and continuing to add details to the beginning, middle, and end of the story.

**At home Connections:**

- Look through pictures and then tell your student what was going on in the picture.
- Allow your student to look through pictures and recall memories.
- Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
<p><i>Concept #1: Writers Write Pattern Books and Elaborate</i></p> <p>1.11(B), 1.11(C), 1.11(D)i, ii, ix, 1.11(D)iv, 1.12(B)</p>	<p>Competency 6: Writing to Communicate Meaning</p>	<ul style="list-style-type: none"> <li>• Generates ideas for personal narratives</li> <li>• Stories include a beginning, middle, and end</li> <li>• Draws and writes to communicate meaning to a reader</li> <li>• Adds details to their drawings and writing (such as action, dialogue, and feelings)</li> <li>• Discusses their writing and decisions made as a writer</li> <li>• Shares writing with others</li> <li>• Uses correct letter formation</li> <li>• Practices correct capitalization and punctuation</li> </ul>
<p><i>Concept #2: Writers Share Their Books with Others</i></p> <p>1.11(E), 1.12(B), 1.10(B)</p>	<p>Competency 7: Writing with Details and Voice</p>	
<p><i>Concept #3: Writers Write Small Moments</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(B), 1.10(A), 1.11(B)i, 1.12(A), 1.11(D)ii, vii, i, 1.10(D)</p>	<p>Competency 8: Writing with Grade Level Conventions</p>	
<p><i>Concept #4: Writers Add Details to Make Their Stories Come Alive</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D)viii, 1.11(E), 1.10(E), 1.10(B), 1.11(B)i, 1.12(A), 1.11(D)ix, iv, ii, vii, ii, 1.10(D)</p>		

Integrated Standards  1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)x		
<b>Grading Period 2</b>		
<b>Unit 2: Writers Write Personal Narratives</b> Estimated Date Range: 9/16 - 10/31 Estimated Days: 28 *Note 12 days of this unit are in the 2 <sup>nd</sup> 9 weeks		
<p><b>Unit Overview:</b>          In this unit, students will learn to write personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper.</p> <p>In Concept 1, <i>Writers Write Pattern Books and Elaborate</i>, students use will be revising and editing. Students will learn to revise for descriptive words and put details in their illustrations so their reader can better understand their writing. Students will edit their papers based on an editing lesson and use a rubric to check their writing.</p> <p>In Concept 2, <i>Writers Share Their Books with Others</i>, writers publish their best piece and share it with others in order to celebrate the hard work that went into writing across the unit.</p> <p>In Concept 3, <i>Writers Write Small Moments</i>, writers are immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students learn to tell their stories across their hands and sketch their stories across the pages. Writers will learn to zoom in on small moments and elaborate on them by adding details and trying out new leads. Students will be learning about grammar by looking at mentor texts and then editing their own papers based on what they learn. Students will work together, using checklists, to revise, edit, and check for clarity.</p> <p>In Concept 4, <i>Writers Add Details to Make Their Stories Come Alive</i>, writers will go through the writing process again to create another personal narrative. Students will be looking at mentor texts to try out new endings and continuing to add details to the beginning, middle, and end of the story.</p> <p><b>At home Connections:</b></p> <ul style="list-style-type: none"> <li>• Look through pictures and then tell your student what was going on in the picture.</li> <li>• Allow your student to look through pictures and recall memories.</li> <li>• Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.</li> </ul>		
<b>Concepts within Unit # 2</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit</b>	<b>Success Criteria for this unit</b>
<i>Concept #1: Writers Write Pattern Books and Elaborate</i>  1.11(B), 1.11(C), 11.(D)i, ii, ix, 1.11(D)iv, 1.12(B)	Competency 6: Writing to Communicate Meaning  Competency 7: Writing with Details and Voice	<ul style="list-style-type: none"> <li>• Generates ideas for personal narratives</li> <li>• Stories include a beginning, middle, and end</li> </ul>

<p><i>Concept #2: Writers Share Their Books with Others</i></p> <p>1.11(E), 1.12(B), 1.10(B)</p>	<p>Competency 8: Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> <li>• Draws and writes to communicate meaning to a reader</li> <li>• Adds details to their drawings and writing (such as action, dialogue, and feelings)</li> <li>• Discusses their writing and decisions made as a writer</li> <li>• Shares writing with others</li> <li>• Uses correct letter formation</li> <li>• Practices correct capitalization and punctuation</li> </ul>
<p><i>Concept #3: Writers Write Small Moments</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(B), 1.10(A), 1.11(B)i, 1.12(A), 1.11(D)ii, vii, i, 1.10(D)</p>		
<p><i>Concept #4: Writers Add Details to Make Their Stories Come Alive</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D)viii, 1.11(E), 1.10(E), 1.10(B), 1.11(B)i, 1.12(A), 1.11(D)ix, iv, ii, vii, ii, 1.10(D)</p>		
<p>Integrated Standards</p> <p>1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)x</p>		
<p><b>Unit 3: Writers Write All About Books and How to Books</b></p> <p>Estimated Date Range: 11/4 – 12/20</p> <p>Estimated Days: 29</p>		
<p><b>Unit Overview:</b></p> <p>In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.</p> <p>In Concept 1, <i>Writers Show That They are Experts</i>, students will learn about one-way informational text can be structured as they write All About Books.</p> <p>In Concept 2, <i>Writers Teach Others How to Do Things</i>, they will learn about procedural text and write How to Books. Students will continue to work on their revision and editing skills to make their work more interesting and clearer for the reader.</p> <p><b>At home Connections:</b></p> <ul style="list-style-type: none"> <li>• Help your student write a recipe and then send it to a friend.</li> <li>• Choose a topic and create an all about book. On each page, write facts about the topic. For example, an all about our neighborhood book or all about our cat book.</li> </ul>		
<p><b>Concepts within Unit # 3</b></p> <p><a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success Criteria for this unit</b></p>

<p><i>Concept #1: Writers Show That They are Experts</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(E), 1.11(B)i, 1.12(B), 1.10(B), 1.11(D)vi, 1.10(D)</p>	<p>Competency 6: Writing to Communicate Meaning</p>	<ul style="list-style-type: none"> <li>Generates ideas for informational texts</li> <li>Writing includes central idea and supporting details</li> <li>Procedural text includes steps in a sequence</li> <li>Draws and writes to communicate meaning to a reader</li> <li>Adds details to their drawings and writing (such as text features, description words)</li> <li>Discusses their writing and decisions made as a writer</li> <li>Shares writing with others</li> <li>Uses correct letter formation</li> <li>Practices correct capitalization and punctuation</li> </ul>
<p><i>Concept #2: Writers Teach Others How to Do Things</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(E), 1.11(B)i, 1.12(B), 1.10(B), 1.11(D)vi, 1.11(D)v, 1.10(D)</p>	<p>Competency 7: Writing with Details and Voice</p>	
<p>Integrated Standards</p> <p>1.11(D)i, 1.11(D)vii, 1.11(D)iv, 1.11(D)ii, 1.11(D)ix, 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)x</p>	<p>Competency 8: Writing with Grade Level Conventions</p>	
<p><b>Grading Period 3</b></p>		
<p><b>Unit 4: Writers Write Imaginative Stories</b> Estimated Date Range: 1/9 - 2/7 Estimated Days: 21</p>		
<p><b>Unit Overview:</b> In this unit, students will use their creativity to develop their own imaginative stories. Students will explore mentor texts, both realistic and fantasy, for inspiration to create interesting characters, settings, and plots.</p> <p>In concept one, <i>Writers Create Realistic Characters and Settings</i>, students focus on creating a realistic character, thinking about the type of problem this character may encounter, and how he or she might solve the problem.</p> <p>In concept two, <i>Writers Create New Characters and Worlds</i>, students let their imaginations run wild and create characters and worlds that they have imagined. Students will think about the type of problem this character may encounter and how he or she might solve the problem.</p> <p><b>At home Connections:</b></p> <ul style="list-style-type: none"> <li>Tell fantasy stories to your child. (Fantasy often includes magic and animals as characters) Encourage your child to contribute to the story telling.</li> <li>Make a character out of play dough and then write a story about him or her.</li> </ul>		
<p><b>Concepts within Unit # 4</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
<p><i>Concept #1: Writers Create Realistic Characters Settings</i></p>	<p>Competency 6: Writing to Communicate Meaning</p>	<ul style="list-style-type: none"> <li>Recognizes craft specific to an author</li> </ul>

1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(A), 1.10(B), 1.10(D), 1.12(A), 1.11(D)v	Competency 7: Writing with Details and Voice	<ul style="list-style-type: none"> <li>Revises work by adding craft used by an author studied</li> <li>Writes to communicate meaning to a reader</li> <li>Adds details to their drawings</li> <li>Adds descriptive words</li> <li>Writes using labels, phrases, and sentences</li> <li>Beginning to use capitalization and punctuation</li> <li>Experimenting with punctuation</li> <li>Discusses their writing and decisions made as a writer</li> <li>Shares writing with others</li> <li>Uses correct letter formation</li> </ul>
<i>Concept #2: Writers Create New Characters and Worlds</i>	Competency 8: Writing with Grade Level Conventions	
1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(A), 1.10(D), 1.12(A), 1.11(B)ii, 1.10(B), 1.11(D)vii		
Integrated Standards		
1.11(B)i, 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.11(D)i, 1.11(D)viii, 1.11(D)vi, 1.11(D)vii, 1.11(D)v, 1.11(D)x, 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)ii		
<b>Unit 5: Writers Write Poetry</b> Estimated Date Range: 2/10 - 2/27 Estimated Days: 12		
<p>In this unit, students will explore writing poetry while they are reading poetry in reading.</p> <p>In Concept 1, <i>Writers See the World Through a Poets Eyes</i>, writers will notice how poets turn the ordinary into something extraordinary. Writers will choose topics they want to write poetry about.</p> <p>In Concept 2, <i>Writers Revise and Choose Words Carefully</i>, writers will think about the words that they use in their poems in order to help the reader visualize and feel a certain way.</p> <p><b>At home Connections:</b></p> <ul style="list-style-type: none"> <li>Read poems with your students and talk about the words the poet uses.</li> <li>Write a poem together about everyday objects.</li> <li>Take turns choosing words to describe everyday objects.</li> </ul>		
<b>Concepts within Unit # 5</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit</b>	<b>Success Criteria for this unit</b>
<i>Concept #1: Writers See the World Through a Poets Eyes</i>  1.11(A), 1.11(B), 1.10(E), 1.10(D), 1.12(A), 1.11(B)i, 1.11(B), 1.11(D)iv, 1.12(C)	Competency 6: Writing to Communicate Meaning  Competency 7: Writing with Details and Voice	<ul style="list-style-type: none"> <li>Generates ideas for poems</li> <li>Draws and writes to communicate meaning to a reader</li> <li>Adds details to their drawings and writing (such as descriptive and emotional language)</li> </ul>
<i>Concept #2: Writers Revise and Choose Words Carefully</i>	Competency 8: Writing with Grade Level Conventions	

1.11(A), 1.11(B), 1.11(C), 1.11(D)iv, 1.11(E), 1.10(E), 1.10(D), 1.12(A), 1.11(B)i, 1.11(B), 1.11(D)iii, 1.12(C),		<ul style="list-style-type: none"> <li>• Discusses their writing and decisions made as a writer</li> <li>• Shares writing with others</li> <li>• Uses correct letter formation</li> <li>• Practices correct capitalization and punctuation</li> </ul>
<p>Integrated Standards</p> <p>1.1(A), 1.1(B), 1.1(C), 1.1(E), 1.1(F), 1.11(D)i, 1.11(D)viii, 1.11(D)ix, 1.11(D)ii, 1.11(D)vii, 1.11(D)vi, 1.11(D)v, 1.11(D)x, 1.1(C)iii, 1.1(C)iv, 1.1(C)i</p>		

**Unit 6: Readers and Writers are Researchers**

Estimated Date Range: 3/3 —4/4

Estimated Days: 19

**Unit Overview:**

In this unit, students will engage in researching topics and writing research text and how the genre may be used to teach the reader. Students will gather facts and create sentences about a topic of interest or wonder. Students will organize their sentences over pages and add nonfiction text features to their writing. This unit is very closely linked to the reading research unit.

In concept one, *Researchers Think About What They Want to Research and Read More*, students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them.

In concept two, *Researchers Gather Facts*, students continue to read informational texts and look for facts applicable to their research.

In concept three, *Researchers Make a Plan and Publish Their Work*, students work on organizing their information. Once it is organized, students will present their research in various ways.

**At home Connections:**

- Research a topic that your child is interested in together. For example, if your child asks a question about the moon you can research by using the internet or finding books to learn more about the moon together. Then create a book of facts about the topic you are researching.

<p><b>Concepts within Unit # 6</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
<p><i>Concept #1: Researchers Think About What They Want to Research and Read More</i></p> <p>1.13(A), 1.11(B), 1.10(E), 1.11(B), 1.12(B), 1.11(B)ii</p>	<p>Competency 6: Writing to Communicate Meaning</p> <p>Competency 7: Writing with Details and Voice</p> <p>Competency 8: Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> <li>• Gathers and organizes information read about a chosen topic</li> <li>• Organizes writing about a topic</li> <li>• Writes to communicate meaning to a reader</li> </ul>
<p><i>Concept #2: Researchers Gather Facts</i></p>		



<p>1.13(C), 1.13(D), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(E), 1.11(B), 1.12(B), 1.11(B)ii, 1.11(D)ii, 1.11(D)vii</p>		<ul style="list-style-type: none"> <li>• Uses author’s craft appropriate to the genre and purpose</li> <li>• Adds text features</li> <li>• Discusses their writing and decisions made as a writer</li> <li>• Shares writing with others</li> <li>• Uses correct letter formation</li> <li>• Practices punctuation and capitalization</li> </ul>
<p><i>Concept #3: Researchers Make a Plan and Publish Their Work</i></p> <p>1.13(A), 1.13(B), 1.13(C), 1.13(D), 1.13(E), 1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(E), 1.10(E), 1.10(C), 1.12(B), 1.11(B)ii, 1.11(D)ii, 1.11(D)vii</p>		
<p>Integrated Standards</p> <p>1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.11(D)i, 1.11(D)ii, 1.11(D)iv, 1.11(D)v, 1.11(D)ix, 1.11(D)vi, 1.11(D)v, 1.11(D)viii, 1.11(D)vii, 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)ii, 1.1(C)x, 1.12(C)</p>		
<p><b>Grading Period 4</b></p>		
<p><b>Unit 7: Writers Use Their Writing Skills in Many Genres</b> Estimated Date Range: 4/7 – 5/2 Estimated Days: 18</p>		
<p><b>Unit Overview:</b> In this unit, students will be writing in a variety of genres. Students will be creating text sets that consist of poetry, fiction, and informational text focused on Social Studies content. This unit integrates reading, writing, and Social Studies as well as gives the students to show off their writing skills in multiple ways.</p> <p>In concept one, <i>Writers Write in Multiple Genres</i>, writers revisit genres they have learned about this year and draft several pieces using all they have learned in 1<sup>st</sup> grade.</p> <p><b>At home Connections:</b></p> <ul style="list-style-type: none"> <li>• Ask your student to write a letter to a family member about all they’ve learned in 1<sup>st</sup> Grade.</li> <li>• Create a list of activities for the summer with your student. (ex – swim, read, go to the library)</li> <li>• Have each member of the household create a piece of writing and then have a special celebration where everyone can share.</li> </ul>		
<p><b>Concepts within Unit # 7</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
<p><i>Concept #1: Writers Write in Multiple Genres</i></p> <p>1.11(A), 1.11(B)i, 1.11(B)ii, 1.11(C), 1.11(D)ii, 1.11(D)iv, 1.10(E), 1.11(B), 1.13(A), 1.12(B), 1.12(A), 1.11(B)ii</p>	<p>Competency 6: Writing to Communicate Meaning</p> <p>Competency 7: Writing with Details and Voice</p>	<ul style="list-style-type: none"> <li>• Chooses a purpose for writing</li> <li>• Writes to communicate meaning to a reader</li> <li>• Adds details to their writing</li> </ul>

<p>Integrated Standards</p> <p>1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.11(D)i, 1.11(D)ii, 1.11(D)iv, 1.11(D)v, 1.11(D)ix, 1.11(D)vi, 1.11(D)v, 1.11(D)viii, 1.11(D)vii, 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)ii, 1.1(C)x, 1.12(C)</p>	<p>Competency 8: Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> <li>• Chooses author’s craft specific to the purpose of the writing</li> <li>• Uses capitalization and punctuation</li> <li>• Discusses their writing and decisions made as a writer</li> <li>• Shares writing with others</li> <li>• Uses correct letter formation</li> </ul>
--	---	---

**Unit 8: Writers Learn from Mentor Texts**

Estimated Date Range: 5/5 -5/29

Estimated Days: 18

**Unit Overview:**

In this unit, students will understand that everything in a text is chosen with purpose and intent for the reader to comprehend and enjoy. In this unit, our focus is on craft. While this can be included in all stages of the writing process but will be emphasized during revision.

In concept one, *Writers Notice and Name What Authors Do*, students will study mentor texts and notice what makes the text exceptional and give the craft technique a name.

In concept two, *Writers Revise by Trying Out Crafting Techniques and Publishing Powerful Pieces*, students will use what they’ve learned about craft and go back into past writing, add the craft they have learned about and then publish.

In concept three, *Writers Show Off and Celebrate*, writers will choose one piece of their work to publish and share with others. Writers will reflect on the year and celebrate their growth as writers.

**At home Connections:**

- As you are reading to your student, discuss words the author uses to describe things. As you write with your student, try to add descriptive words.

<p><b>Concepts within Unit # 8</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success criteria for this unit</b></p>
<p><i>Concept #1: Writers Notice and Name What Authors Do</i></p> <p>1.11(A), 1.11(B), 1.11(C), 1.11(D)iv, 1.11(D)ix, 1.10(E), 1.10(D), 1.13(A), 1.12(A), 1.12(B), 1.11(B)ii, 1.10(B), 1.11(D)ii</p>	<p>Competency 6: Writing to Communicate Meaning</p> <p>Competency 7: Writing with Details and Voice</p> <p>Competency 8: Writing with Grade Level Conventions</p>	<ul style="list-style-type: none"> <li>• Recognizes craft specific to an author</li> <li>• Revises work by adding craft used by an author studied</li> <li>• Writes to communicate meaning to a reader</li> <li>• Adds details to their drawings</li> <li>• Adds descriptive words</li> <li>• Writes using labels, phrases, and sentences</li> </ul>
<p><i>Concept #2: Writers Revise By Trying Out Crafting Techniques and Publishing</i></p> <p>1.11(C), 1.11(D), 1.11(E), 1.10(E), 1.10(D), 1.10(B), 1.13(A), 1.12(C), 1.12(A), 1.12(B), 1.11(B)ii, 1.10(B), 1.11(D)iv, 1.11(D)ix, 1.11(D)ii</p>		

<p><i>Concept #3: Writers Show Off and Celebrate</i></p> <p>1.11(B)i, ii, 1.11(C), 1.10(A), 1.10(B), 1.12(B), 1.12(A)</p>		<ul style="list-style-type: none"> <li>• Beginning to use capitalization and punctuation</li> <li>• Experimenting with punctuation</li> <li>• Discusses their writing and decisions made as a writer</li> <li>• Shares writing with others</li> <li>• Uses correct letter formation</li> </ul>
<p>Integrated Standards</p> <p>1.11(B)i, 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.11(D)i, 1.11(D)viii, 1.11(D)vi, 1.11(D)vii, 1.11(D)v, 1.11(D)x, 1.1(C)iii, 1.1(C)iv, 1.1(C)i, 1.1(C)ii</p>		
<p><b><u>Glossary of Curriculum Components</u></b></p>		
<p><u>Overview</u>– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.</p>		
<p><u>TEKS</u> – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.</p>		
<p><u>Unit Overview</u> – The unit overview provides a brief description of the concepts covered in each unit.</p>		
<p><u>Big Ideas and Essential Questions</u> - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.</p>		
<p><u>Concept</u> – A subtopic of the main topic of the unit</p>		
<p><u>Instructional Model</u> – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.</p>		
<p><u>Competency</u>—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.</p>		
<p><u>Learning Progression</u>—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.</p>		
<p><u>Proficient</u>—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.</p>		
<p><b><u>Parent Supports</u></b></p>		
<p>The following resources provide parents with ideas to support students’ understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">How to Act Out a Story</a></li> <li>• <a href="#">Make the Most of Reading Aloud</a></li> <li>• <a href="#">How to Help a Child Choose a Book</a></li> </ul>		

- [How to Encourage Higher Order Thinking](#)
- [How to Help Expand Your Child's Vocabulary](#)
- [Children's Books and Authors](#)-Resources to help find books and get students excited about reading

### Instructional Model

The Fort Bend ISD elementary language arts & reading curriculum is 100% aligned to the Texas Essential Knowledge and Skills (TEKS) and the science of reading. The curriculum is “balanced” in that it includes all the components of literacy – reading, writing, phonics, and word study while integrating listening, speaking, and thinking. All literacy components are necessary to build a life-long, successful reader and writer. By including all components of literacy, students gain the skills required to learn to read and read to learn. FBISD literacy curriculum and instructional practices are research-informed and in a continuous improvement cycle aligned with longitudinal, multi-year data as literacy instructional practices must be responsive to the differentiated needs of all FBISD students.

**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop**-During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

**Writing Workshop**-During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

**Phonics and Word Study**-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing. Phonics instruction involves teaching the relationships between letters and sounds. During a phonics lesson, students might learn, for example, the sound for the letters “sh” or that some vowels can be short or long.

- Phonics instruction should lead to automaticity of reading words, allowing readers to focus on meaning. Automaticity is reading without sounding out and writing without having to stop and think about each letter sound.
- Phonics instruction begins each day with foundational skills, such as phonological awareness activities. Phonological Awareness is the ability to hear, identify, and manipulate sounds in spoken language.
- Phonics instruction begins with learning, practicing, and applying the Alphabetic Principle in the early primary grades. The Alphabetic Principle is the ability to associate sounds with letters and use those sounds to form words.
- Phonics instruction transitions into learning, practicing, and applying spelling patterns and word study and analysis.
- During and after phonics instruction, readers have opportunities to apply their phonics skills in reading and writing.

(Moats, 2012; Ehri, 1984; Blevins, 2017; Duke, 2021.)

