First Grade Writing Overview 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - 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.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding

- Practice Writing Letters and Words
- How to Help Children Write a Story
- How to Encourage Higher Order Thinking

Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing Workshop, Phonics and Word Study.
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.

Adopted Resources
Elementary: https://www.fortbendisd.com/Page/93917

Grading Period 1

Unit 1: Writers Build Good Habits
Estimated Date Range: 8/1 – 9/13
Estimated Time Frame: 22 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.

Big Ideas:
• Writing partners help us problem solve and make our stories better.
• Writers try strategies that they teacher models. They take risks to try new things.
• Writers re-read their work and add more details to their picture and words.
• Writers write about memories, things they are learning about, places they go, the world around them, the books they read, etc.

**Essential Questions:**
• What makes a good writing partner?
• What is my role during writer’s workshop?
• How do writers make their best work?
• What do writers write about?

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<tr>
<th>Concepts within Unit #1</th>
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<tbody>
<tr>
<td>Concept #1: We are all Writers</td>
<td>1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.10(E), 1.11(A), 1.11(B)</td>
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<td>Concept #2: Writers Learn the Writing Process</td>
<td>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)</td>
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<td>Concept #3: Writers Work with the Teacher</td>
<td>1.1(A), 1.1(C), 1.1(D), 1.11(A), 1.11(B)i, 1.11(E)</td>
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Integrated Standards:
1.1(F), 1.2(C)iii, 1.2(C)iv, 1.1(E)

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<td>1.2(B)i, 1.2(A)i, 1.2(A)ii, 1.2(A)iii</td>
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**Unit 2: Writers Write Pattern Books**
Estimated Date Range: 9/16 – 10/4
Estimated Time Frame: 14 days

**Unit Overview:**
In this unit, students will focus on meaning. Students learn that pattern books are not just books with repeating words but rather they are books with repeating words that communicate meaning; and that even the smallest books can hold big meaning.

In the first concept, *Writers Study Pattern Books to Get Ideas for Their Writing*, students read many pattern book and determine a topic they would like to write about.

In the second concept, *Writers Write Pattern Books and Elaborate*, students use descriptive words and put details in their illustrations so their reader can better understand their writing.

In the third concept, *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.

**Big Ideas:**
• Writers use patterns and details to share stories and ideas.
• Writers write elaborate pattern books by adding descriptive details and detailed illustrations.
• Writers publish their pattern book by choosing their best piece, making a final draft, and sharing their work with others.
**Essential Questions**
- How do writers use pattern books to communicate meaning?
- How do writers write elaborate pattern books?
- How do writers finish and publish their pattern books?

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<tr>
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<td><strong>Concept #2: Writers Write Pattern Books and Elaborate</strong></td>
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<tr>
<td><strong>Concept #3: Writers Share Their Books with Others</strong></td>
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**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

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**Grading Period 2**

**Unit 3: Writers Write Personal Narratives**
- Estimated Date Range: 10/7 – 11/8
- Estimated Time Frame: 18 days (8 days of this unit are in the 1st 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 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.

In Concept 2, *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.

**Big Ideas:**
- Writers share a small moment by zooming in so the reader can visualize what happened.
- Writers craft endings, leads, and use details to make their stories exciting.

**Essential Questions:**
- How do first grade writers share a small moment in their life?
- How do I make my story exciting for the reader?
## Unit Overview:

In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.

In Concept 1, *Writers Show That They are Experts*, students will learn about one way informational text can be structured as they write All About Books.

In Concept 2, *Writers Teach Others How to Do Things*, 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 clear for the reader.

### Big Ideas:
- Writers use their writing skills to write about topics that they know a lot about and enjoy.
- Writers use their writing skills to write about doing or making something they enjoy and can explain.

### Essential Questions
- How do writers write All About Books that others will want to read?
- How do writers write How To that others will want to read?

## Concepts within Unit # 4

### Concept #1: Writers Show That They are Experts

- 1.11(A), 1.11(B), 1.11(C), 1.11(D)i, 1.11(D)ix, 1.11(E), 1.10(E), 1.10(B), 1.10(A), 1.11(B)i, 1.12(A), 1.11(D)ii, 1.11(D)vii, 1.11(D)viii, 1.10(D)

### Concept #2: Writers Teach Others How to Do Things

- 1.11(A), 1.11(B), 1.11(C), 1.11(D), 1.11(D)ii, 1.11(D)ix, 1.11(D)iv, 1.11(D)vii, 1.11(D)vii, 1.11(D)ii, 1.10(D)

### 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)j, 1.1(C)x

### Spelling

- 1.2(A)iv, 1.2(A)v, 1.2(A)vii, 1.2(B)vi, 1.2(A)i, 1.2(A)ii, 1.2(B)i, 1.2(B)ii

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**Unit 4: Writers Write All About Books and How to Books**

**Estimated Date Range:** 11/11 – 12/19

**Estimated Time Frame:** 24 days
**Unit 5: Writers Write Poetry**  
**Estimated Date Range:** 1/8 – 2/8  
**Estimated Time Frame:** 23 days

In this unit, students will explore writing poetry while they are reading poetry in reading.

In Concept 1, *Writers See the World Through a Poet’s Eyes*, writers will notice how poets turn the ordinary into something extraordinary. Writers will choose topics they want to write poetry about.

In Concept 2, *Writers Revise and Choose Words Carefully*, writers will think about the words that they use in their poems in order to help the reader visualize and feel a certain way.

### Concepts within Unit # 5

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<tr>
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<td>Concept #2: Writers Revise and Choose Words Carefully</td>
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# Concepts within Unit # 6

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<th>Concept #1: Writers Create Realistic Characters and Settings</th>
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<th>Concept #2: Writers Create New Characters and Worlds</th>
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## Integrated Standards

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<tr>
<th>Concept #1: Writers Notice and Name What Authors Do</th>
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## Unit 7: Writers Learn from Mentor Texts

**Estimated Date Range:** 2/24 – 3/27  
**Estimated Time Frame:** 20 days (9 days of this unit are in the 3rd 9 weeks and 11 are in the 4th)

### 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 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.

### Big Ideas:

- Writers learn from mentor authors by noticing what the author has done and then try out the technique in their own writing.
- Writers use craft to make their writing exciting and to help them achieve their purpose.

### Essential Questions

- How do writers analyze mentor texts to make their own writing more powerful?
- Why do writers use craft techniques in their own writing?
**Integrated Standards**

| 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 |

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**Concepts within Unit # 7**

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<td>Unit 8: Writers Teach Others What They Learn</td>
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<td>Estimated Date Range: 3/30 – 5/1</td>
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<td>Estimated Time Frame: 23 days</td>
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**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.

**Big Ideas**

- Readers discover what they are interested in and do research to learn more.
- Researchers use all they know about reading to find facts about a topic of their choosing.
- Researchers organize their information and share what they’ve learned with others.

**Essential Questions**

- Why do readers research?
- How to researchers gather facts?
- What do researchers do with the information they discover?
Unit 9: Writers Use Their Writing Skills in Many Genres

Estimated Date Range: 5/4 – 5/28
Estimated Time Frame: 17 days

Unit Overview:
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.

In concept one, Poets Choose Their Words Carefully, writers revisit the genre of poetry. Students will learn to create meaning by using language in purposeful and precise ways.

In concept two, Writers of Fiction Entertain Their Readers, writers will use everything they know about the genre of fiction to write a story that will be interesting to the reader.

In concept three, Writers of Informational Text Teach Their Readers, writers will use everything they know about the informational genre to write a text that will inform the reader.

In concept four, Writers Publish Their Work 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.

Big Ideas:
- Poets use careful word choice, rhythm, and their five senses to create poems with big feelings.
- Writers what they know about the structure of stories and what they have seen in mentor texts to help them craft fictional stories.
- Writers what they know about the structure of informational text and what they have seen in mentor texts to help craft informational pieces.
- Writers celebrate their work to honor the hard work that went into creating their finished pieces of writing.

Essential Questions
- What are the crafting techniques that poets use to convey big feelings in a limited number of words?
- What skills do writers use to craft fictional stories?
- What skills do writers use to craft informational stories?
- Why do writers celebrate their work?
| Concept #1: Writers revise in Multiple Genres | 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 |
| Concept #2: Writers Show Off and Celebrate | 1.11(B)i, 1.11(B)ii, 1.11(C), 1.11(D)ii, 1.11(E), 1.10(E), 1.11(B), 1.12(B), 1.12(A) |
| Integrated Standards | 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.11(D)ii, 1.11(D)iv, 1.11(D)ix, 1.11(D)vii, 1.11(D)viii, 1.11(D)vi, 1.11(D)v, 1.11(D)ii, 1.11(C)i, 1.11(C)ii, 1.11(C)iv, 1.1(C)i, 1.1(C)ii, 1.1(C)ix, 1.12(C) |
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