

**Seneca Valley School District  
First Grade Writing Curriculum**

<b>PA Core Standard</b>	
<p><b>Informative/Explanatory</b></p> <p><b>CC.1.4.1.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p><b>CC.1.4.1.B</b> Identify and write about one specific topic.</p> <p><b>CC.1.4.1.C</b> Develop the topic with two or more facts.</p> <p><b>CC.1.4.1.D</b> Group information and provide some sense of closure.</p> <p><b>CC.1.4.1.E</b> Choose words and phrases for effect.</p> <p><b>CC.1.4.1.T</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>CC.1.4.1.U</b></p>	

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With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

**CC.1.4.1.V**

Participate in individual or shared research and writing projects.

**CC.1.4.1.W**

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

**CC.1.4.1.X**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CC.1.5.1.B**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**CC.1.5.1.C**

Ask/answer questions about what a speaker says in order to gather additional information or clarify something that's not understood.

**CC.1.5.1.D**

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<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>CC.1.5.1.E</b> Produce complete sentences when appropriate to task and situation.</p> <p><b>CC.1.5.1.F</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p> <p><b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	
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<p><b>Opinion/ Argumentative</b></p> <p><b>CC.1.4.1.G</b> Write opinion pieces on familiar topics.</p> <p><b>CC.1.4.1.H</b> Form an opinion by choosing among given topics.</p> <p><b>CC.1.4.1.I</b> Support the opinion with reasons related to the opinion.</p> <p><b>CC.1.4.1.J</b> Create an organizational structure that includes reasons and provides some sense of closure.</p> <p><b>CC.1.4.1.K</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.1.T</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"><li>•</li></ul>
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<p><b>Narrative</b></p>	<p>•</p>

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**CC.1.4.1.M**

Write narratives to develop real or imagined experiences or events.

**CC.1.4.1.N**

Establish who and what the narrative will be about.

**CC.1.4.1.O**

Include thoughts and feelings to describe experiences and events.

**CC.1.4.1.P**

Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

**CC.1.4.1.Q**

Use a variety of words and phrases.

**CC.1.4.1.R**

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**CC.1.4.1.T**

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WRITING RUBRICS	STUDENT WRITING SAMPLES
<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Learning Progression Narrative</a></li> <li>✓ <a href="#">Rubric: Narrative Writing</a></li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Learning Progression Informational</a></li> <li>✓ <a href="#">Rubric: Informative Writing</a></li> </ul> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Learning Progression Opinion</a></li> <li>✓ <a href="#">Rubric: Opinion Writing</a></li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Sample Writing-Narrative</a></li> <li>✓ <a href="#">Student Work Sample-Narrative</a></li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Sample Writing-Informative</a></li> <li>✓ <a href="#">Student Work Sample-Informative</a></li> </ul> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Sample Writing-Opinion</a></li> <li>✓ <a href="#">Student Work Sample-Opinion</a></li> </ul> <p>*Various levels of student writing samples can be found under the Global L drive, Curriculum and Instruction, Curriculum Finalized, Elementary, Grade 1, ELA Resources</p>

ANCHOR CHARTS	STUDENT WRITING TOOLS	TEACHER WRITING TOOLS
Narrative	Narrative	Instructional Tools:

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<ul style="list-style-type: none"> <li>✓ <a href="#">How to Write Small Moments</a></li> <li>✓ <a href="#">Bring Stories to Life</a></li> <li>✓ <a href="#">Punctuation</a></li> <li>✓ <a href="#">Ways to Spell</a></li>   <li>✓ <a href="#">Fiction Writers</a></li> <li>✓ <a href="#">Fiction Writing</a></li> <li>✓ <a href="#">Realistic Fiction</a></li>   <p><b>Informational</b></p> <li>✓ <a href="#">Writing a Teaching Book</a></li> <li>✓ <a href="#">How to Teach Readers</a></li> <li>✓ <a href="#">Ways to Spell</a></li> <li>✓ <a href="#">Punctuation</a></li> <li>✓ <a href="#">Chapter Titles</a></li>   <p><b>Opinion</b></p> <li>✓ <a href="#">Writing Introductions</a></li> <li>✓ <a href="#">How to Write Introductions</a></li> <li>✓ <a href="#">Convince Your Reader</a></li> <li>✓ <a href="#">Convince Your Reader 2</a></li> <li>✓ <a href="#">Ways to Spell</a></li> <li>✓ <a href="#">Punctuation</a></li> <li>✓ <a href="#">How to Write an Ending</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">Narrative Checklist</a></li> <li>✓ <a href="#">Narrative Checklist 1-2</a></li> <li>✓ <a href="#">Narrative Checklist K-1</a></li>   <p><b>Informational</b></p> <li>✓ <a href="#">Informative Checklist</a></li> <li>✓ <a href="#">Informative Checklist K-1</a></li>   <p><b>Opinion</b></p> <li>✓ <a href="#">Opinion Checklist</a></li> <li>✓ <a href="#">Opinion Checklist 1-2</a></li> <li>✓ <a href="#">Opinion Checklist K-1</a></li> <li>✓ <a href="#">My Opinion Checklist</a></li>   <p><b>Editing Checklists</b></p> <li>✓ <a href="#">Editing Checklist: Pictures and Tallies</a></li> <li>✓ <a href="#">Editing Checklist: Progression</a></li> <li>✓ <a href="#">Editing Checklist: Words and Pictures</a></li> <li>✓ <a href="#">Editing Checklist 1</a></li> <li>✓ <a href="#">Editing Checklist: Easy to Read</a></li>   <p><b>Picture Checklists</b></p> <li>✓ <a href="#">Picture Checklist: How Does Piece Go</a></li> <li>✓ <a href="#">Picture Checklist: How Does Story Go</a></li> <li>✓ <a href="#">Pic &amp; Word Checklist: How Does Piece Go</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">Scope and Sequence k-6</a></li> <li>✓ <a href="#">If Then Informative</a></li> <li>✓ <a href="#">If Then Narrative</a></li> <li>✓ <a href="#">If Then Opinion</a></li> <li>✓ <a href="#">Planning for Small Groups 1</a></li> <li>✓ <a href="#">Planning for Small Groups 2</a></li> <li>✓ <a href="#">Writing Review-Link</a></li> <li>✓ <a href="#">Class Conferring Notes</a></li>   <p><b>Types of Paper:</b></p> <li>✓ <a href="#">Back Blurb</a></li> <li>✓ <a href="#">Blue Ribbon</a></li> <li>✓ <a href="#">Box 4 Lines</a></li> <li>✓ <a href="#">Box 6 Lines</a></li> <li>✓ <a href="#">Box 7 Lines</a></li> <li>✓ <a href="#">Box 7 Lines No Name</a></li> <li>✓ <a href="#">Box 8 Lines</a></li> <li>✓ <a href="#">Box 9 Lines</a></li> <li>✓ <a href="#">Horizontal Box 2 Lines</a></li> <li>✓ <a href="#">Horizontal Box 3 Lines</a></li> </ul>
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**MENTOR TEXTS**

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<b>Informative/Explanatory</b>	<b>Opinion/Argumentative</b>	<b>Narrative</b>
<ul style="list-style-type: none"> <li>• <u>Bugs, Bugs, Bugs</u>, Jennifer Dussling</li> <li>• <u>My Football Book</u>, Gail Gibbons</li> <li>• <u>Star Wars: R2D2 and Friends</u>, Simon Beecroft</li> <li>• <u>The Story of Chocolate</u>, Caryn Jenner</li> <li>• <u>Invaders from Outer Space</u>, Phillip Brooks</li> <li>• <u>Sharks!</u>, Ann Schreiber</li> <li>• <u>Animal Families</u>, D.K. Publishing</li> <li>• <u>Star Wars: Spaceships</u>, Scholastic</li> <li>• <u>Trucks</u>, Wil Mara</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Earrings</u>, Judith Viorst</li> <li>• <u>Pigeon</u>, Mo Willems</li> <li>• <u>A Pet for Petunia</u>, Paul Schmid</li> <li>• Comic books (Batman, Spiderman, Wonder Woman...)</li> <li>• Junie B. Jones series</li> <li>• <u>I am Invited to a Party</u>, Mo Willems</li> <li>• <u>Goldilocks and the Three Bears</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Night of the Veggie Monsters</u>, George McClements</li> <li>• <u>A Chair for My Mother</u>, Williams</li> <li>• <u>Peter's Chair</u>, Keats</li> <li>• <u>Joshua's Night Whispers</u>, Johnson</li> <li>• <u>Henry and Mudge and the Happy Cat</u></li> <li>• <u>The Day the Relatives Came</u>, Cynthia Rylant</li> <li>• <u>Chrysanthemum</u>, Kevin Henkes</li> </ul>