



Diocese of Greensburg Curriculum  
Writing Grade 1

Unit	Standards	Content	Skills
<p><b>Writing Process</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 1</b></p> <hr/> <p><b>Reading: Foundational Skills</b></p> <p><b>Print Concepts</b></p> <p><b>RF.1.1. Demonstrate understanding of the organization and basic features of print.</b></p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Writing</b></p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Complete sentences</li> <li>• Punctuation</li> <li>• Parts of Speech</li> <li>• Point of View</li> <li>• Writing for various audiences</li> <li>• Organization of paragraphs</li> <li>• Steps of the writing process</li> </ul>	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the steps of the writing process while working on a sample writing piece.</li> <li>• Brainstorm/prewrite (determine purpose and goals, organize thoughts and ideas).</li> <li>• Draft (compose composition).</li> <li>• Edit (find problems and correct for grammar and conventions).</li> <li>• Revise (correct errors or problems).</li> <li>• Publish (share final copy).</li> <li>• Construct complete sentences.</li> </ul>

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	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>PA: Early Childhood: K-2 (2016)</b>  <b>PA: Grade 1</b></p> <hr/> <p><b>Language and Literacy Development</b>  <b>1.4 Writing</b></p> <p>U. Technology and Publication  1.4 1.U With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>W. Credibility, Reliability, and Validity of Sources  1.4 1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>X. Range of Writing  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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Narrative</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 1</b></p> <hr/> <p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Punctuation marks</li> <li>• Parts of Speech</li> <li>• Point of View</li> <li>• Writing for various audiences</li> </ul>	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Keep information and ideas relevant to topic</li> </ul>

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	<p><b>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>PA: Learning Standards for Early Childhood K-2 (2016)</b>  <b>PA: Grade 1</b></p> <hr/> <p><b>Language and Literacy Development</b>  <b>1.4 Writing</b></p> <p>M. Narrative  1.4 1.M Write narratives to develop real or imagined experiences or events.</p> <p>N. Narrative – Focus  1.4 1.N Establish who and what the narrative will be about.</p>	<ul style="list-style-type: none"> <li>• Organization of paragraphs</li> <li>• Steps of the writing process</li> <li>• Author's Purpose</li> <li>• Writing genre/theme</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to illustrate ideas for writing</li> <li>• Construct a well developed paragraph</li> <li>• Make simple transitions(first, next, last)</li> <li>• Write clear topic</li> <li>• Write to get the attention of the audience</li> <li>• Edit for grammar and usage (capital letters and end marks)</li> <li>• Self-edit with a checklist</li> <li>• Peer-edit with a checklist</li> <li>• Revise work based on editing</li> <li>• Vary sentence format</li> <li>• Establish a purpose for writing</li> <li>• Experiment with different forms of narrative</li> <li>• Draw on personal experience</li> <li>• Create and recognize a narrative writing piece</li> </ul>

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	<p>O. Narrative – Content 1.4 1.O Include thoughts and feelings to describe experiences and events.</p> <p>P. Narrative – Organization 1.4 1.P Recount two or more appropriately sequenced events, using temporal words to signal event order and provide some sense of closure.</p> <p>Q. Narrative – Style 1.4 1.Q Use a variety of words and phrases.</p> <p>R. Narrative – Conventions of Language 1.4 1.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Respond to Text</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 1</b></p> <p><b>Writing</b></p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to</p>	<ul style="list-style-type: none"> <li>• Respond to Text</li> <li>• Complete sentences</li> <li>• Punctuation</li> <li>• Parts of Speech</li> <li>• Point of View</li> <li>• Writing for various audiences</li> <li>• Organization of paragraphs</li> <li>• Steps of the writing process</li> </ul>	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Write a response to a selected text</li> <li>• Restate the question</li> <li>• Stay on topic</li> <li>• Write for your audience</li> <li>• Use details to support written work</li> <li>• Compare/contrast</li> <li>• Use cause and effect if applicable</li> <li>• Use data and text references to enhance the writing</li> <li>• Use precise vocabulary</li> <li>• Vary sentence format</li> </ul>

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	<p>produce and publish writing, including in collaboration with peers.</p> <p><b>PA: Learning Standards for Early Childhood K-2 (2016)</b>  <b>PA: Grade 1</b></p> <hr/> <p><b>Language and Literacy Development</b>  <b>1.2 Reading Informational Text</b></p> <p>J. Vocabulary Acquisition and Use  1.2 1.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.</p> <p><b>1.3 Reading Literature</b></p> <p>J. Vocabulary Acquisition and Use  1.3 1.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> <li>• Edit for grammar and conventions (self-edit to rubric)</li> <li>• Revise work based on editing</li> </ul>
<p><b>Expository (Explanatory/Informational)</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 1</b></p> <hr/> <p><b>Writing</b>  <b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p>	<p>Topics</p> <ul style="list-style-type: none"> <li>• Informative/Explanatory Writing</li> <li>• Mechanics</li> <li>• Complete sentences</li> <li>• Punctuation</li> <li>• Parts of Speech</li> <li>• Point of View</li> <li>• Writing for various audiences</li> </ul>	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Create an informative writing piece</li> <li>• Keep information and ideas relevant to topic</li> <li>• Construct a well developed paragraph</li> <li>• Make simple transitions(first, next, last)</li> </ul>

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	<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>PA: Early Childhood: K-2 (2016)</b>  <b>PA: Grade 1</b></p> <hr/> <p><b>Language and Literacy Development</b>  <b>1.4 Writing</b></p> <p>A. Informative/Explanatory  1.4 1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p>B. Informative/Explanatory – Focus  1.4 1.B Identify and write about one specific topic.</p> <p>C. Informative/ Explanatory – Content  1.4 1.C Develop the topic with two or more facts.</p> <p>D. Informative/Explanatory – Organization  1.4 1.D Group information and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• Organization of paragraphs</li> <li>• Steps of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Write clear topic</li> <li>• Write to get the attention of the audience</li> <li>• Edit for grammar and usage (capital letters and end marks)</li> <li>• Self-edit with a rubric</li> <li>• Peer-edit with a rubric</li> <li>• Revise work based on editing</li> <li>• Vary sentence format</li> <li>• Establish a purpose for writing</li> <li>• Draw on personal experience</li> <li>• Begin to use consistent tense</li> <li>• Keep facts in an organized manner</li> </ul>

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	<p>E. Informative/Explanatory – Style 1.4 1.E Choose words and phrases for effect.</p> <p>F. Informative/Explanatory – Conventions of Language 1.4 1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Persuasive (Opinion-Argument)</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Kindergarten</b></p> <hr/> <p><b>Writing</b></p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>CCSS: Grade 1</b></p> <hr/> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>1. Write arguments to support claims in an analysis of substantive topics or texts,</b></p>	<ul style="list-style-type: none"> <li>• Persuasive/Opinion writing</li> <li>• Complete sentences</li> <li>• Punctuation</li> <li>• Parts of Speech</li> <li>• Point of View</li> <li>• Writing for various audiences</li> <li>• Organization of paragraphs</li> <li>• Steps of the writing process</li> </ul>	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Create a persuasive writing piece</li> <li>• Justify opinion through words</li> <li>• Keep information and ideas relevant to topic</li> <li>• Construct a well developed paragraph</li> <li>• Make simple transitions(first, next, last)</li> <li>• Write a clear topic</li> <li>• Write to get the attention of the audience</li> <li>• Edit for grammar and usage (capital letters and end marks)</li> <li>• Self-edit with a checklist</li> <li>• Peer-edit with a checklist</li> <li>• Revise work based on editing</li> <li>• Vary sentence format</li> <li>• Establish a purpose for writing</li> </ul>

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	<p><b>using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>PA: Learning Standards for Early Childhood K-2 (2016)</b>  <b>PA: Grade 1</b></p> <hr/> <p><b>Language and Literacy Development</b>  <b>1.4 Writing</b></p> <p>G. Opinion/Argumentative  1.4 1.G Write opinion pieces on familiar topics.</p> <p>H. Opinion/Argumentative – Focus  1.4 1.H Form an opinion by choosing among given topics.</p> <p>I. Opinion/Argumentative – Content  1.4 1.I Support the opinion with reasons related to the opinion.</p> <p>J. Opinion/ Argumentative – Orientation  1.4 1.J Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>K. Opinion/ Argumentative – Style  1.4 1.K Use a variety of words and phrases.</p> <p>L. Opinion/Argumentative – Conventions of Language  1.4 1.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> <li>• Draw on personal experience to write a piece</li> </ul>



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<p><b>Research</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 1</b></p> <p><b>Writing</b></p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>	<ul style="list-style-type: none"> <li>• Research writing</li> <li>• Mechanics</li> <li>• Complete sentences</li> <li>• Punctuation</li> <li>• Parts of Speech</li> <li>• Point of View</li> <li>• Writing for various audiences</li> <li>• Organization of paragraphs</li> <li>• Steps of the writing process</li> <li>• Purpose</li> <li>• Writing genre/theme</li> </ul>	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Participate in a research and writing project</li> <li>• Keep information and ideas relevant to topic</li> <li>• Construct a well developed paragraph</li> <li>• Make simple transitions(first, next, last)</li> <li>• Write clear topic</li> <li>• Write to get the attention of the audience</li> <li>• Edit for grammar and usage (capital letters and end marks)</li> <li>• Self-edit with a rubric</li> <li>• Peer-edit with a rubric</li> <li>• Revise work based on editing</li> <li>• Vary sentence format</li> <li>• Establish a purpose for writing</li> <li>• Gather information</li> <li>• Begin to use consistent tense</li> </ul>

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	<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>PA: Learning Standards for Early Childhood K-2 (2016)</b>  <b>PA: Grade 1</b></p> <hr/> <p><b>Language and Literacy Development</b>  <b>1.4 Writing</b></p> <p>V. Conducting Research  1.4 1.V Participate in individual or shared research and writing projects.</p> <p>X. Range of Writing  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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

