

Foci:

Writing, Speaking, Listening, and Using Language



Common Core Standards for English Language Arts

The standards listed here focus on what is essential but do not describe all that can or should be taught.

Writing Standards

By the end of Grade 1, students will:

Text Types and Purposes

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.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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.

Production and Distribution of Writing

4. (Begins in grade 3)
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.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build Knowledge

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

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Assessment Evidence

Aligned Resources

Writing:

- Writing sample – Diagnostic
- Descriptive writing
- Narrative writing
- Creative writing
- Expository writing
- Persuasive writing
- Writing sample (fall and spring)
- Writing about reading and/or media
- Cards with messages
- Reflective writing
- Report writing
- Speech writing

MPS K-2 Writing Rubrics

- Models of writing from a variety of genres, including fiction and nonfiction
- Writing tools (including digital tools)
- Equipment/tools for modeling and sharing writing
- A Writing process
- Writing strategies based on best practices in writing
- Writing supplies
- Word walls and other resources such as picture/word dictionaries
- Rubrics
- Technology
- Visuals
- Reading A-Z/RAZ Kids
- Discovery Education *Streaming*

Write Source (Teacher’s edition)
 Writing Process pp. 12-41, 348, 12-27, 70-71, 92-93, 116-117, 135, 146, 154, 174, 192-195, 167
 Traits of Writing pp. 28-35, 65, 87, 111, 313-316
 Forms of Writing pp. 42-199
 Descriptive Writing pp. 60-81
 Narrative Writing pp. 682-105
 Expository Writing pp. 106-129
 How-to Writing pp. 108-125, 253

Speaking and Listening Standards

By the end of Grade 1, students will:

Comprehension and Collaboration:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Language Standards

By the end of grade 1, students will:

Conventions in Writing and Speaking

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative interrogative, imperative, and exclamatory sentences in response to prompts.

Other assessment evidence:

- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- Peer feedback - oral
- Presentations
- Multimedia exposure (not independent)
- Traditional and online publishing in various forms - exposure than evidence (not independent)
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student's self-assessment
- Student's self-reflection
- Student's goals
- Student's sharing in whole group work

Persuasive Writing pp. 130-139
Practical Writing pp. 106-125
Letter Writing pp. 102, 273, 344
Response to Literature pp. 140-159
Story Writing pp. 162-169
Report Writing pp. 178
Finding information pp. 180-187
Captions pp. 263
Writer's Notebook pp. 67, 172, 243
Reflecting on Writing pp. 79, 101, 126, 367
Learning logs pp. 210-211
Writing with a computer pp. 38, 198-199

Speaking and learning pp. 200-217
Speaking skills pp. 200-203
Working with partners, pp. 26-27
Interviews pp. 206-207
Listening rules pp. 200-207
Listening skills pp. 200-207
Conference note sheet p. 340
Viewing web sites pp. 212-213
Viewing commercial pp. 212-213

Spelling pp. 279-283
Their, there, they're p. 286
Subject-verb agreement pp. 234-235, 289
Question marks pp. 55, 271, 290, 359
Pronouns pp. 224-227, 293, 377
Parts of speech pp. 291-297
Sentences pp. 42-55, 234-235, 288-290, 349-357, 401-402
Linking verbs pp. 232-233, 294, 296, 362, 364
Irregular nouns pp. 278
Exclamatory sentences pp. 54-55, 271, 290, 357
Homophones pp. 284-286
Contractions pp. 236-237, 274
Abbreviations p. 270
Capital letters pp. 275-277, 288
Days of the week pp. 277, 390
Holidays pp. 276, 389

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Knowledge of Language</p> <p>3. (Begins in grade 2).</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading</i> and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of the word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic (by defining or choosing them or by acting out the meanings). <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> Oral presentations Participation in class discussions Summary of main discussion points Questions and answers Interviews Notes <p>MPS Oral Rubrics MPS Listening Rubrics MPS Discussion Rubrics</p> <p>Language: Accurate use of conventions in writing and speaking</p> <p>MPS Writing Rubrics – Conventions</p> <p>Language: Appropriate use of on-level vocabulary</p> <p>MPS Language Rubrics</p>	<p>Months of the year pp. 277, 391 Word “I” pp. 275, 368 Commas 272-273, 387 Dates p. 273 Nouns pp. 220-223, 372-374</p> <p>Antonyms pp. 287, 400 Using a dictionary pp. 186-187, 256-257 Learning new words pp. 186-187, 256-157 Using the right word pp. 284-286, 397-399 Word choice pp. 28, 33, 73, 256-259 Time-order words pp. 95, 111, 116, 260 Action verbs pp. 228-235, 294-296, 361-364</p> <p>Write Source Skills Book Write Source Assessment Book Overhead Transparencies Write Source Interactive Writing Skills CD-Rom Daily Language Workouts Great Source online resources: http://www.greatsource.com/iwrite/index.html Zaner-Bloser - adopted resources Zaner-Bloser - online resources: www.zaner-bloser.com</p> <p><input type="checkbox"/> Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)</p> <p><input type="checkbox"/> Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)</p>
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Block Structure and Instructional Methods

Instructional Groupings:

Whole Group: Strategic, Explicit Instruction

Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations – Application and Practice

Whole Group: Sharing and Wrap Up

Introduction (5 minutes)

Goal = Connect

The teacher will:

- Establish, communicate, and maintain classroom routines to support student learning.
- Use student-friendly language to communicate big ideas, essential questions, and/or communicate the purpose of the lesson.
- Record and post learning intention of lesson.

Whole Group, Explicit Instruction (20 minutes)

Goal = Build

The teacher will:

- Reinforce the focus of the lesson; use visuals to enhance understanding.
- Explain the goal and importance of the lesson (e.g., “*Writers use sensory details to make their story interesting to their readers.*” Some examples include: using strategies to improve writing, writing to explain, using resources to learn, employing correct conventions in writing and speaking, and choosing appropriate vocabulary when writing and speaking.
- Share examples, via mentor texts, to illustrate aspect of focus lesson in use. Write in front of students; think aloud to help students better understand the strategy or aspect of craft in action.
- “Share the pencil” by asking students to participate in interactive and shared writing activities.
- Provide additional information and/or clarification to enhance understanding and support transfer; connect to environment print.
- Help students create a poster and/or record content of lesson in each student’s writer’s notebook.
- Ask students to reflect on their learning and discuss how they will apply the content of the lesson in their writing (think individually then discuss via whole group or partner share).
- Listen for evidence of understanding; clarify, redirect, restate, or provide additional examples as needed.
- Provide oral and written directions to explain focus of work during literacy work stations and integrated literacy work stations, including clear procedures to execute transitions between and among stations.

Universal Approaches, Modes, Skills, and Strategies

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)

- Writers’ Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Modes (Cooper, 2003)

- Dictated Writing (McGill-Franzen, 2006)
- Write Aloud [Modeled] Writing
- Interactive Writing (Tompkins, 2004)
- Shared Writing
- Interactive Writing (Tompkins and Collom, 2004)
- Guided Writing
- Collaborative/Cooperative Writing
- Independent Writing

In developmentally appropriate ways, students in grade one will work on the following skills that writers use:

- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Handwriting Skills
- Computer Skills

Small Groups; Application and Practice (25 minutes)

Goal = Reach

The teacher will:

- Arrange up classroom to foster effective and efficient small group instruction.
- Design meaningful activities to assist students as they apply and practice the focus of whole group lessons in small and independent literacy work stations.
- Integrate other language arts, including speaking, listening, and language, into literacy work station activities.
- Regularly meet with small flexible groups of students who exhibit similar needs; spend more time with students who demonstrate the need for extra assistance.
- Employ guided instruction by reviewing the focus of the lesson and coaching as students work.
- Use interactive, shared, cooperative/collaborative writing; ask students to share the pencil” as they apply strategies modeled during whole group instruction.
- Provide like-need students with effective, specific and timely feedback while rotating among groups.
- Explicitly connect aspects of student writing and speaking to use of the conventions of language and vocabulary development.
- Ask students to write for several smaller periods of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or lessons.
- Guide students as they write their own examples of a variety of types of writing, written for various purposes and audiences (e.g., lists, letters, stories, notes, charts, reports, speeches, learning logs, poems,
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Monitor and record each student’s progress.
- When meeting one-on-one with students, provide each student with timely and appropriate feedback that supports their current stage of development and specific need (e.g., descriptive, effective, or motivational).

Whole Group –Reflecting and Sharing (10 minutes)

Goals = Reconnect and Wrap Up

The teacher will:

- Gather the entire class to meet and revisit the learning intention of the lesson.
- Provide opportunities for students to share samples of work, and reflections on learning through oral discussion and presentation (in pairs, small groups, or whole group).
- Integrate listening, speaking, language, and technology into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning.

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)

- Content
- Process
- Product
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)

Six Traits of Effective Writing (Spandel, 2008)

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency and Variety
- Conventions

(Focus for K-1 writers is on recognizing elements of each trait when read aloud and understanding the concept of each trait)

Categories of Strategies (Tompkins, 2010)

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

<p>English Language Learners:</p> <p>Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials</p> <table border="0"> <tr> <td><i>Preparation</i></td> <td><i>Scaffolding</i></td> <td><i>Grouping Options</i></td> </tr> <tr> <td>Adaptation of Content</td> <td>Modeling</td> <td>Whole class</td> </tr> <tr> <td>Links to Background</td> <td>Guided practice</td> <td>Small groups</td> </tr> <tr> <td>Links to Past Learning</td> <td>Independent practice</td> <td>Partners</td> </tr> <tr> <td>Strategies incorporated</td> <td>Comprehensible input</td> <td>Independent</td> </tr> </table> <table border="0"> <tr> <td><i>Integration of Processes</i></td> <td><i>Application</i></td> <td><i>Assessment</i></td> </tr> <tr> <td>Reading</td> <td>Hands-on</td> <td>Individual</td> </tr> <tr> <td>Writing</td> <td>Meaningful</td> <td>Group</td> </tr> <tr> <td>Speaking</td> <td>Linked to objectives</td> <td>Written</td> </tr> <tr> <td>Listening</td> <td>Promotes engagement</td> <td>Oral</td> </tr> </table>	<i>Preparation</i>	<i>Scaffolding</i>	<i>Grouping Options</i>	Adaptation of Content	Modeling	Whole class	Links to Background	Guided practice	Small groups	Links to Past Learning	Independent practice	Partners	Strategies incorporated	Comprehensible input	Independent	<i>Integration of Processes</i>	<i>Application</i>	<i>Assessment</i>	Reading	Hands-on	Individual	Writing	Meaningful	Group	Speaking	Linked to objectives	Written	Listening	Promotes engagement	Oral	<p>Students with Disabilities (per IEP)*</p> <p><u>Assistive technology (writing)</u></p> <ul style="list-style-type: none"> • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems
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****NOT an exhaustive list**