

CATHOLIC SCHOOLS
WRITING
GRADE 1
Communities of Faith, Knowledge and Service



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

Student Areas

Essential Questions

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

Catholic School – Writing Standards (CS.W)

CS.W.1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.W.2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.W.3	Use grammar as a means of signifying concepts and the relationship to reason.



WRITING STANDARDS

Text Types and Purposes

DOA.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.
DOA.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.
DOA.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.

Production and Distribution of Writing Standards

DOA.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.
DOA.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.

Research to Build and Present Knowledge Standards

DOA.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).
DOA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRAMMAR STANDARDS

Conventions of Standard English

DOA.L.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
DOA.L.1.1a	Legibly print all upper-and lowercase letters.
DOA.L.1.1b	Use common, proper, and possessive nouns.
DOA.L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DOA.L.1.1d	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
DOA.L.1.1e	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).
DOA.L.1.1f	Use frequently occurring adjectives.
DOA.L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).



GRAMMAR STANDARDS Continued...

DOA.L.1.1h	Use determiners (e.g., articles, demonstratives).
DOA.L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
DOA.L.1.1j	Produce and expand complete, simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOA.L.1.2a	Capitalize dates and names of people.
DOA.L.1.2b	Use end punctuation for sentences.
DOA.L.1.2c	Use commas in dates and to separate single words in a series.
DOA.L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DOA.L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Vocabulary Acquisition and Use	
DOA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
DOA.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
DOA.L.1.4b	Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
DOA.L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
DOA.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DOA.L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
DOA.L.1.5b	Define words by category and by one or more key attributes (e.g., duck is a bird that swims; a tiger is a large cat with stripes).
DOA.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOA.L.1.5d	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.
DOA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1st Grade Writing



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ADDITIONAL FOUNDATIONAL STANDARDS

Print Concepts

DOA.RF.1.1	Demonstrate understanding of the organization and basic features of print.
DOA.RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Handwriting Formation Guide



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Handwriting Formation

Capital Teaching Order

Developmentally, capitals are easier, so we teach them first. The capital teaching order helps teach correct formation and orientation while eliminating reversals. Learning capitals first makes it easy to transition to lowercase letters.



Frog Jump Capitals

FEDPBRNM

Starting Corner Capitals

HKLUVWXYZ

Center Starting Capitals

COQGSAITJ

Lowercase Teaching Order

We teach lowercase c, o, s, v, and w first because they are exactly the same as their capital partners, only smaller. By teaching capitals first, we have prepared children for nearly half of the lowercase letters that are similar in formation.

c o s v w t a d g u i e l k y j p r n m h b f q x z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Handwriting Formation Guide



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Capitals, Numbers, and Lowercase Letters

Capitals, Numbers, and Lowercase Letters

The guide displays the following letters and numbers with stroke order indicators:

Row 1: A, B, C, D, E, F, G, H, I

Row 2: J, K, L, M, N, O, P, Q, R

Row 3: S, T, U, V, W, X, Y, Z









Row 4: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Row 5: a, b, c, d, e, f, g, h, i

Row 6: j, k, l, m, n, o, p, q, r

Row 7: s, t, u, v, w, x, y, z

Parts of Speech

	Noun	A word that names a person, place or thing
	Article	Signals the presence of a noun: a, an, the
	Adjective	Describes or modifies the noun
	Verb	Expresses action, existence or occurrence
	Preposition	Shows the relationship between other words
	Adverb	Describes or modifies the verb
	Pronoun	Is used in place of a noun
	Conjunction	Is a joining word, it connects words, phrases or sentences
	Interjection	Is a word, phrase or sound used as an exclamation

- Adjectives
 - colors
 - numbers
 - size and shape
- Sentence parts:
 - subject
 - verb
- Complete sentences
- Capitals/punctuation
- Verbs: past tense
- Statement sentences
- Capitals/punctuation
- Produce and expand compound



Grammar Guide

3rd 9 Weeks

- Proper nouns, months, days, holidays
- Future tense: using will and going to
- Prepositional phrase with where and when
- Pronouns that name one
- Pronouns that name more than one
- Pronouns: I and me
- Possessive pronouns: Using *my, you, his her, mine, yours*
- Indefinite pronouns
- Contractions with not
- Contractions with pronouns
- What is an exclamation using determiners

1st Grade - Writing



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SAMPLE YEAR AT A GLANCE:

Unit	Genre	Big Ideas
1	<ul style="list-style-type: none">• Launching Writing Workshop• Personal Narratives	<p>Students will apply classroom procedures and routines of writing by:</p> <ul style="list-style-type: none">🍎 Establishing habits of independent writers with the writing process🍎 Learning to use resources and applying them to writing🍎 Writing daily🍎 Develop writing stamina during quiet writing space🍎 Collaborating with partners🍎 Learn and use classroom routines and procedures to become independent writers.
2	<ul style="list-style-type: none">• Personal Narratives and Mechanics• Letter Writing	<p>Students will develop strategies for spelling:</p> <ul style="list-style-type: none">🍎 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🍎 Printing legibly and spacing letters, words and sentences appropriately.
3	<ul style="list-style-type: none">• Informative/Explanatory: Writing a Sequence of Instruction (How To Books)• Opinion	<ul style="list-style-type: none">🍎 Tell, draw and write stories from their lives.🍎 View themselves as authors and members of a writing community.
4	<ul style="list-style-type: none">• Informative / Explanatory• Realistic Fiction	<p>Students will understand as writers they will:</p> <ul style="list-style-type: none">🍎 Explore topics and ideas that they find are meaningful (prewrite)🍎 Compose a first draft (drafting)🍎 Extend a rework selected writing (revising)🍎 Edit an proofread their work (editing)

1st Grade – Writing



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Unit 1 Launching Writing Workshop

Task	Diocese of Alexandria Standards	Task	Diocese of Alexandria Standards
What is Writing Workshop?	W.1.3	Using Known Words to Spell New Words	L.1.2.d; L.1.2.e
Finding Ideas	W.1.3; W.1.5	Complete Sentences	L.1.2.b
Using a Sketch to Write More Details	W.1.3; W.1.5	Spelling - Long vs. Short Words	L.1.2.d; L.1.2.e
Introduction to Writing Tools		Spacing In and Between Words	
Stretching and Writing Words	L.1.2.d; L.1.2.e	Using Periods at the End of a Sentence	L.1.2
Using Word Wall to Help Write Words	L.1.2.d	Capitalizing the Beginning of Sentences	L.K.2.a
Quiet Environment for Writing		What to Do When You're Stuck	W.1.3
Whole Group Sharing	W.1.5	Preparing to Publish	W.1.5
Using an Alphabet Chart	L.1.2.d; L.1.2.e	Using a Publishing Checklist	W.1.5
What to Do When I'm Done	W.1.3	Partner Sharing	W.1.5
Writing Folders		Publishing Celebration	W.1.6
Continuing a Piece of Writing the Next Day	W.1.3		

TEACHER NOTES

- Adjust or remove lessons based on your student's needs.



Unit 2 Personal Narratives

Task	Diocese of Alexandria Standards	Task	Diocese of Alexandria Standards
Understanding a Small Moment	W.1.3	Introduction to Mechanics	L.1.1a; L.1.2.a; L.1.2.b
Discovering One Small Moment	W.1.3; W.1.5	Introduction to Readable Writing	W.1.5; L.1.1a
Small Moments Chart		"What makes writing easy to read?"	
Adding Words to a Small Moment	W.1.3	Revisiting Complete Sentences	L.1.1.j; L.1.2.b
Brainstorming Ideas/Small Moments Ideas List	W.1.3; W.1.5	Complete Sentences Template	
Establishing Writing Partners	W.1.5	Sentence Examples	
Partnership Name Tags		Reread and Touch Each Word	L.1.1.c; L.1.1.j; L.1.2.d; L.1.2.e
Partner Sharing Chart		Reread to Add Carets & Missing Words	W.1.5; L.1.1.c; L.1.1.j; L.1.2.d-e
Oral Planning an Stretching Across Pages	W.1.3; W.1.5	Why Do We Use Punctuation?	L.1.1.j; L.1.2.b
Sketching Instead of Drawing	W.1.3; W.1.5	Capitalizing Proper Nouns: Names and Places	L.2.a
Small Moment Checklist	W.1.3; W.1.5	Using Periods	W.1.5; L.1.2.b
Planning Details	W.1.3; W.1.5	Stop Sign Pattern	
Inside vs. Outside Story 1	W.1.3; W.1.5	Exclamation Points	L.1.2.b
Small Moment Example		Word Splashes	W.1.3; L.1.5.d
Inside vs. Outside Story 2	W.1.3; W.1.5	Descriptive Language verbs	W.1.3; L.1.5.d
"Inside Story Chart"		Revising with a Partner/Teacher Writing Sample	W.1.5
Telling Your Story Across Your Fingers	W.1.3; W.1.5	Strong Endings	W.1.3
Introducing Tell-A-Story Words	W.1.3; W.1.5	Strong Endings Chart	
Using Tell-A-Story Words	W.1.3	Using a Revising and Editing Checklist	W.1.3; W.1.5
Teacher Sample / Student Sample		Celebrating as Authors	W.1.6
Story Endings	W.1.3		
Preparing for Publication	W.1.5		
Celebrating Small Moments	W.1.6		

TEACHER NOTES

- Adjust or remove lessons based on your student's needs.

The Writing Process

Prewriting



Thinking about a topic, brainstorming,
and planning

Drafting

Putting thoughts on paper in order

Revising

Improve your writing

Editing

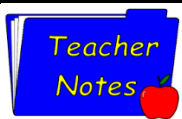
Proof read your work
Reviewing and correcting spelling, grammar,
Capitalization and punctuation.

Publish

Create a clean final copy

Share

Sharing final writing with others



Available websites: www.achievethecore.org

www.writingfix.com

www.ilwritingmatters.org

www.corestandards.org