

Grade 1: Writing Text Types and Purposes Examples

Standards alignment:

W.1.1

Building:

Lincoln Elementary

Grade(s):

1

Quarter taught:

1 2 3 4

Team members:

Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:

W.1.1

Directions: Copy and paste from the vertical alignment tool.

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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to tell the difference between fact and opinion.
- We are going to think of a topic that we want to tell what we think.
- We are going to write a statement about something we have an opinion about.
- We are going to write a reason we have that opinion.
- We are going to learn how to write a closing statement.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Create a list of facts and opinions that students can relate to in their lives.
2. Have students talk about what makes something a fact and what makes something an opinion.
3. Have students pick something they have an opinion about (maybe a food, clothes, pets, etc.).
4. Have students write a statement about their opinion.
5. Have students write a reason for their opinion.
6. Have students write a closing statement about their opinion.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking?

Share examples or descriptions of what and how you will respond.

- For extended time:
 - If a student needs extended time, give them sentence frames that help them frame an opinion, a reason and/or a closing statement.
- Additional opportunities:
 - If a student is prepared for additional opportunities, ask them to include two or three reasons why their opinion is important.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Opinion
- Reason
- Closure

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- *I can (include an example or description of proficient work) ...*

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.1.2

Building:
Lincoln Elementary

Grade(s):
1

Quarter taught:
1 2 3 4

Team members:
Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:
W.1.2

Directions: Copy and paste from the vertical alignment tool.

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

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will review the difference between fact and opinion.
- We will learn how to tell about a topic without opinion (only facts).
- We will learn how to write a closing statement.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Create a list of facts and opinions and review the difference with students.
2. Have students choose a topic they would like to learn about.
3. Have students look up two or three facts about their topic.
4. Have students write statements about the facts they found about their topic.
5. Have students write a closing statement about their topic.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - If a student needs extended time, provide sentence stems that they can fill in with facts about their topic and their closing statement.
- Additional opportunities:
 - If a student needs additional opportunities, have them expand their facts with additional details.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Informative
- Explanatory
- Closure

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- *I can (include an example or description of proficient work) ...*

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.1.3

Building:
Lincoln Elementary

Grade(s):
1

Quarter taught:
1 2 3 4

Team members:
Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:
W.1.3

Directions: Copy and paste from the vertical alignment tool.

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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will ask students to write down a list of two or three things that happened in their life.
- We will ask students to add a detail to each of the things on their list.
- We will help students learn how to add temporal words to signal order of events.
- We will help students learn how to create a closing for their story.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Have students choose an event in their life they would like to write about.
2. Have students write down two or three things that happened during that event.
3. Have students add a detail to each of the things on their list.
4. Review words that help signal order of events and have them add one or two to their story.
5. Have students write a closing statement for their story.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - If a student needs extended time, offer sentence stems to help students develop their story
- Additional opportunities:
 - If a student needs additional opportunities, ask them to add additional details to make their stories stronger.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Sequenced events
- Temporal
- Closure

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies: