**Curriculum Calendar for Grammar Across the Writing Process: 1st Grade**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 1****MAISA Writing Units** | **Launching Writing Workshop** | **Revision** | **How-to-Books** | **Apprenticeship Writing** | **Opinion Writing for Social Action** | **Informational Books** | **Writing like a scientist** |
| **Generating*****G.R.R.******“By”******(Hold Accountable)*** | L.1.1 D,H | L.1.1.D,H | L.1.2.ESpell untaught words phonetically[L.1.2.B](http://www.corestandards.org/ELA-Literacy/L/1/2/b/)Use end punctuation for sentencesL.1.2.ACapitalize dates and names of people | L.1.1.GUse frequentlyoccurring conjunctionsL.1.1.CUse singular and plural nouns with matching verbs | **L.1.1.I****Use frequently occurring prepositions (eg. during, beyond, toward)**[**L.1.2.C**](http://www.corestandards.org/ELA-Literacy/L/1/2/c/)**Use commas in dates and to separate single words in a series.** | **L.1.1.E****Use verbs to convey a sense of past, present, and future****L.1.1.F****Use frequently occurring adjectives** | **L.1.1.J****Produce and expand complete simple and compound sentences****L.5.d****Distinguish shades of meaning among verbs and adjectives****L.1.1.h****Use determiners (ie articles, demonstratives)** |
| **Drafting*****G.R.R.******“With”*** |  | L.1.2.ESpell untaught words phonetically[L.1.2.B](http://www.corestandards.org/ELA-Literacy/L/1/2/b/)Use end punctuation for sentencesL.1.2.ACapitalize dates and names of people | L.1.1.GUse frequentlyoccurring conjunctionsL.1.1.CUse singular and plural nouns with matching verbs | **L.1.1.I****Use frequently occurring prepositions (eg. during, beyond, toward)**[**L.1.2.C**](http://www.corestandards.org/ELA-Literacy/L/1/2/c/)**Use commas in dates and to separate single words in a series.** | **L.1.1.E****Use verbs to convey a sense of past, present, and future****L.1.1.F****Use frequently occurring adjectives** | **L.1.1.J****Produce and expand complete simple and compound sentences****L.5.d****Distinguish shades of meaning among verbs and adjectives****L.1.1.h****Use determiners (ie articles, demonstratives)** | [**L.1.1.B**](http://www.corestandards.org/ELA-Literacy/L/1/1/b/)**Use common, proper, and possessive nouns.****L.1.5.B****Define words by category and by one or more key attributes (eg. a *duck* is a bird that swims; a *tiger* is a large cat with stripes)** |
| **Revision*****G.R.R.******“To”*** | L.1.2.E[Spell untaught words phonetically](https://docs.google.com/document/d/14Wy7I9vHqnToQlpC7-BwbS_8T5kqSFv1FXgGj8KFeM0/edit)[L.1.2.B](http://www.corestandards.org/ELA-Literacy/L/1/2/b/)Use end punctuation for sentencesL.1.2.A[Capitalize dates and names of people](https://docs.google.com/document/d/1W9jH8U6_en2kcSLxvTC4Kg2-nIqU0nlnQKs3N4cBvFI/edit) | L.1.1.G[Use frequently](https://docs.google.com/document/d/1NBOlPZjfI-NdyMTU1AywaWr2ojpbFZwq2ZY7jsTNr4M/edit)[occurring conjunctions](https://docs.google.com/document/d/1NBOlPZjfI-NdyMTU1AywaWr2ojpbFZwq2ZY7jsTNr4M/edit)L.1.1.C[Use singular and plural nouns with matching verbs](https://docs.google.com/document/d/1wee2W8ytYhgXSTzJ6xb_SpUF6siz3naC7JB9_lRKWm4/edit)   | **L.1.1.I**[**Use frequently occurring prepositions (eg. during, beyond, toward)**](https://docs.google.com/document/d/1P6LZMg5bf8sb5ipedYhta1Ga-2gKIis5416HR8J_zw0/edit)[**L.1.2.C**](http://www.corestandards.org/ELA-Literacy/L/1/2/c/)[**Use commas in dates**](https://docs.google.com/document/d/1LYraDU4y6JJG7yzoo_tC9WRvLEQuIhHP0SWuweUJKFE/edit)**L.1.2.C**[**Use commas to separate single words in a series.**](https://docs.google.com/document/d/13D8s2Zul1nWTKZjJr0xbM7cDnJf0jwAJDiC8NjQb5kQ/edit) | **L.1.1.E**[**Use verbs to convey a sense of past, present, and future**](https://docs.google.com/document/d/1BH_34k94xtqIn1K7K4Tgv7AP7j9edmYgGO8fIP9YuK4/edit)**L.1.1.F**[**Use frequently occurring adjectives**](https://docs.google.com/document/d/1fXNltcZ-OMH2MMvKvSAAVWR0XWvllzCykTSjHCVsDmA/edit) | **L.1.1.J****Produce and expand complete simple and compound sentences****L.5.d****Distinguish shades of meaning among verbs and adjectives****L.1.1.h**[**Use determiners (ie articles, demonstratives)**](https://docs.google.com/document/d/1Majfcpxdq1ZIfyGmOPFw6pxR4wNUwbf6-_FTifwNZvI/edit) | [**L.1.1.B**](http://www.corestandards.org/ELA-Literacy/L/1/1/b/)[**Use common, proper, and possessive nouns.**](https://docs.google.com/document/d/1Vhds9FA2PyXH0rEjdTcg6g73ziXdqr49UegZDNrO4Po/edit)**L.1.5.B****Define words by category and by one or more key attributes (eg. a *duck* is a bird that swims; a *tiger* is a large cat with stripes)** | **L.1.5.A****Sort words into categories (colors, clothing) to gain a sense of the concepts they represent.****L.1.5.C****Identify real-life connections between words and their use**  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Editing skills to be taught explicitly and used within each unit:** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** | **L.1.2d****Conventional spelling for common spelling patterns and frequent irregular words****L.1.1.A****Print all upper and lower case letters** |

**G.R.R.= GRADUAL RELEASE OF RESPONSIBILITY:**

* *Each new Language (grammar) CCSS is introduced in the “Revision” section (row), and then moves up to the “Drafting” section (row) in the next unit/column, and finally the “Generating/Notebook” section (row) of the subsequent unit/column. Therefore, students have three explicit exposures to each Language CCSS in stair step order*
* *This works much like the Gradual Release of Responsibility. This means that as student/teachers move up and over the rows and columns, teachers are gradually releasing responsibility regarding that particular Language CCSS to the students*
* *Therefore, each Language CCSS is introduced only in the “Revision” section, with not one being repeated across that row; this is the teaching “TO” row*
* *The next row, “Drafting”, is the “WITH” row; when the CCSS makes it to this row on the second exposure, this would be a great time to touch on these skills in individual and group conferences as well as quick mid-workshop teaching points*
* *By the third exposure to a Language CCSS, students are in the “BY” row; this is a good time to post these CCSS as things that we expect students to be able to do independently and then we hold them accountable to that expectation. In other words, by the third exposure, students should be able to incorporate these tasks even at the “Generating” step (row). We can hold them accountable (and teach them to hold themselves accountable) by posting these standards, checking in on them during individual conferring, expecting them on Revising/Editing Checklists, and supporting students through individual goal setting.*

**LANGUAGE CCSS NOT IN THIS CURRICULUM CALENDAR:**

* **1.1 d, h-**  These CCSS can be explicitly taught outside of the unit. A suggested unit to pair them with is listed in red print on the “Curriculum Calendar” on the previous page
	+ **1.1.d Use personal, possessive and indefinite pronouns (ie: I, me, my they, them, their, anyone, everything)**
	+ **1.1.h Use determiners (ie: articles, demonstratives)**
* **1.2 d-** Although this standard is included as an editing component within each unit, it could also be touched upon within word work
* **1.3-** Not explored until 3rd grade
* **1.4 a, b, c-** These standards integrate best into reading workshop
	+ **1.4.a Use sentence-level context as a clue to the meaning of a word or phrase**
	+ **1.4.b Use frequently occurring affixes as a clue to the meaning of a word**
	+ **1.4.c Identify frequently occurring root words (ie: *look*) and their inflectional forms (ie: *looks, looked, looking*)**
* **1.5 a, c-** These standards integrate best into reading workshop
	+ **1.5.a Sort words into categories (ie: colors, clothing) to gain a sense of the concepts the categories represent.**
	+ **1.5.c Identify real life connections between words and their use (ie: note places at home that are *cozy*)**
* **1.6-** Integrated within reading workshop, word study, phonics, writing workshop…
	+ **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 (ie:, *because*)**

* All 1.1. CCSS could be integrated into oral language instruction as well

Support documents and information modified from bit.ly/grammarthattransfers (then click documents) 2015 COOR ISD Literacy Committe