**Overview**

**Grade**

First Grade

**Subject**

Writing

**Mission Statement for this Project**

To create an atmosphere of learning centered on student exploration and ownership of the content. For this project it is my goal to explore setting up an ideal environment for students to explore the process of writing in the different genres.

**Standards and Objectives**

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| **Standard** | **Content Objective** |
| **LAFS.1.W.1.1**  Write opinion pieces in which they introduced the topic or name the nook they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | Students will be able to create opinion pieces of writing on a variety of topics.  Students will be able to give multiple reasons to support their opinions.  Students will be able to provide some sense of closure on an opinion. |
| **LAFS.1.W.1.2**  Write information/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | Students will be able to create informational texts about a variety of topics.  Students will be able to provide some facts about a given topic in writing.  Students will be able to provide some sense of closure on a topic. |
| **LAFS.1.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. | Students will be able to create narratives in which they recount events.  Students will be able to provide details regarding what happened in a narrative.  Students will be able use temporal words to signal sequence of events.  Students will be able to provide some sense of closure in narrative writing. |
| **LAFS.1.W.2.5**  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. | Students will be able to develop their writing through questioning and suggestions from peer and adults. |
| **LAFS.1.W.2.6**  With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Students will be able to construct and assemble writing using a variety of digital tools; including collaborations with peers. |
| **LAFS.1.W.3.7**  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). | Students will be able to collaborate in shared research and writing projects. |
| **LAFS.1.W.3.8**  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Students will be able to report information from experiences or information from different sources. |

**Behaviors and Objectives**

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| **Behavior Area** | **Behavior Objective** |
| Collaboration | Students will be able to collaborate in small and large groups during writing respectfully. |
| Respect | Students will be able to respect their peers, adults, and themselves. |
| Relationship | Students will be able to foster healthy relationship between their peers and adults. |
| Personal Space | Students will be able to understand and except the personal space around them and their peers. |
| Independence | Students will be able to work independently on class assignments with support from the teacher gradually through the semester. |

**Writer’s Workshop Set Up**

For writer’s workshop for this first grade classroom will be broken down into centers around the different areas of the writing process for the students to be able to fully explore their writing together and as individuals. The following breaks down the centers and different things that they might entail in the classroom.

**Centers**

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| --- | --- |
| **Center Area** | **Description** |
| Pre-writing/ Thinking | * Thinking Box   + Box of animals, words, and ideas to jump start thinking if student get stuck * Journals   + This is where pre-writing will be written * Idea Sketchbooks   + Sometimes a picture might spark a story of writing so each student will also have idea sketchbooks they can utilize for brainstorming |
| Drafting | * From Journal entries and find ones to expand on through drafting * Start Logging Daily steps in writing * researching |
| Revising & Editing | * Peer editing time |
| Publishing | * Use a Varity of thing to publish their writing once it has been edited and a conference has been had with the teacher. * They will get to add visuals and work with digital mediums and traditional mediums in this center |
| Sharing | * At the end of everyday a few volunteers will be given the opportunity to either share finished writing or ask for feedback from their peers at any given stage (idea share, drafting share, or revision share)- Orally * Participate in a share wall- Where the students post work on the wall and students can respond to it via sticky notes at the beginning of the day |

**ESOL Modifications**

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| --- | --- | --- | --- | --- |
| **Stage of Writing** | **Preproduction** | **Early Production** | **Emergence** | **Intermediate Fluency** |
| Pre-Writing/ Thinking | Allow to draw more visuals for this step. | Allow to write in both native language and English. | Allow student to supplement English skill with native language only when they are really stuck. | Writing in full English with larger focus on the drawing with the text. |
| Drafting | Hold conferences more often to help build strength in exploration and comprehension | Draft using mostly English words, supplementing native language when they are very stuck | Drafting in full English with larger focus on the pair picture. | Drafting in full English and should be understandable just on the text alone but is supported by the picture. |
| Revising & Editing | Add visuals to peer evaluation sheets to bridge language gaps.  Offer the sheet in the native language as well. | More conferences at this step to build gaps in language.  Pair with students who have a high compassion level and will work through the piece thoroughly with the student. | Pair with students who have a high compassion level and will work through the piece thoroughly with the student. | Should be focused on fixing meaning and grammar through peer and teacher help. |
| Publishing | Can publish in any way they are comfortable with just like every other student. | Can publish in any way they are comfortable with just like every other student. | Can publish in any way they are comfortable with just like every other student. | Can publish in any way they are comfortable with just like every other student. |
| Sharing | Allow student to share visuals along with their writing on a share wall if they are shy or they can oral share as well | Allow student to share visuals along with their writing on a share wall if they are shy or they can oral share as well | Allow student to share visuals along with their writing on a share wall if they are shy or they can oral share as well | Allow student to share visuals along with their writing on a share wall if they are shy or they can oral share as well |