

# Amplify CKLA

## Grade 1: Text Types and Range of Writing

Skills	Description of Writing	Knowledge	Description of Writing
1	<p><b>Unit 1</b></p> <p><b>Writing:</b> At the beginning of the year, students review and write uppercase and lowercase letters and write words with short vowels, consonants, double letter spellings, digraphs, and Tricky Words. Students write responses to questions about stories in the Student Reader.</p>	1	<p><b>The Moral of the Story: Fables and Stories</b></p> <p><b>Writing Type: Narrative</b> As a group, students review the writing process and draft a narrative retelling of “The Tale of Peter Rabbit.”</p> <p><b>Additional Writing:</b> generate one-sentence retellings; story map; personification chart; Somebody Wanted But So Then chart; generate statements about image; notes; generating statement sentences. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
2	<p><b>Unit 2</b></p> <p><b>Writing:</b> Students continue to practice spelling and writing simple words, words with long vowel sounds, and Tricky Words. Students regularly respond to stories with written responses to questions, and are encouraged to write their answers in complete sentences. There are additional writing activities in Pausing Points.</p>	2	<p><b>From Nose to Toes: How the Body Works</b></p> <p><b>Writing Type: Narrative</b> Students engage in the writing process by planning, drafting, and revising a group narrative about solving a problem.</p> <p><b>Additional Writing:</b> notes, drawing/labeling, graphic organizers; short responses to text; expanding sentences; using conjunctions. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>

3	<p><b>Unit 3</b></p> <p><b>Writing Type: Narrative and Informational</b> Students are introduced to the writing process when they plan, draft, and edit a narrative. They draw on the knowledge they gained about literary texts from previous Knowledge Domains, such as <i>Fables and Stories</i>, and use the same story map to plan their writing. Students use the four-step writing process to plan, draft, edit, and publish a book report.</p> <p><b>Additional Writing:</b> notes; graphic organizers; words, phrases, and sentences; responses to text; Pausing Points</p>	3	<p><b>Common Threads: Different Lands, Similar Stories</b></p> <p><b>Writing Type: Narrative</b> Students plan, draft, and revise a narrative retelling of a fairy tale with a focus on story elements, including characters, setting, plot, and conflict.</p> <p><b>Additional Writing:</b> shared writing activity to complete graphic organizers; Venn diagrams; generating statements and interrogative sentences; expanding and connecting sentences using conjunctions. Pausing Points and Culminating Activities include additional opportunities for student writing.</p>
4	<p><b>Unit 4</b></p> <p><b>Writing Type: Informative</b> Students plan and draft a descriptive paragraph about food and plan, draft, edit, and publish a descriptive informational text about one of the animals featured in the Student Reader.</p> <p><b>Additional Writing:</b> notes; graphic organizers; words, phrases, and sentences; responses to text; Pausing Points</p>	4	<p><b>Reach for the Stars: Astronomy</b></p> <p><b>Writing Type: Opinion</b> After teacher modeling, students write opinions and supply reasons for their claims in their Astronomy Journals. They will plan, draft, revise, edit, and publish opinion paragraphs.</p> <p><b>Additional Writing:</b> journal entries; notes; graphic organizers; short responses to text; producing and expanding declarative and interrogative sentences, using conjunctions. Pausing Points and Culminating Activities include additional opportunities for student writing.</p>

5	<p><b>Unit 5</b></p> <p><b>Writing Type: Opinion</b> Students are introduced to opinion writing by participating in a shared writing activity to create an opinion paragraph. Students will then plan, draft, and edit an opinion paragraph independently.</p> <p><b>Additional Writing:</b> statement, question, and exclamatory sentences; notes; graphic organizers; responses to text; Pausing Points</p>	5	<p><b>Charting the World: Geography</b></p> <p><b>Writing Type: Opinion</b> Students will create a map of a favorite place in their neighborhood and write an opinion statement about their chosen place with supporting details and reasons.</p> <p><b>Additional Writing:</b> maps; short responses to text; generating and expanding sentences using specific details, words and phrases. Culminating Activities provide additional opportunities for student writing.</p>
6	<p><b>Unit 6</b></p> <p><b>Writing Type: Personal Narrative</b> Students focus on personal narratives in this unit. Students will plan, draft, edit, and publish personal narratives. Students first practice writing a personal narrative as a group using an event experienced by the whole class, then write their own personal narratives about a real event in their lives.</p> <p><b>Additional Writing:</b> notes; graphic organizers; responses to text; building and expanding sentences with adjectives and prepositions; Pausing Points</p>	6	<p><b>A World of Homes: Animals and Habitats</b></p> <p><b>Writing Type: Informative</b> Students record and reflect on information learned about different animals and their habitats in their Habitat Journals.</p> <p><b>Additional Writing:</b> graphic organizers, such as an Idea Web, to record information about endangered species; generate and combine sentences using conjunctions. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>

7	<p><b>Unit 7</b></p> <p><b>Writing Type:</b> <b>Informative/Explanatory</b> In a multi-day, step-by-step process, students learn the elements of instructional writing. Students plan, draft, edit and publish a writing piece on a topic of their choice that gives clear, multi-step instructions in a logical order.</p> <p><b>Additional Writing:</b> notes; graphic organizer; opinion quick write; responses to text; Pausing Points</p>	7	<p><b>A New Nation: American Independence</b></p> <p><b>Writing Type: Informative</b> Using information gathered in notes and graphic organizers, students plan and draft an informative paragraph about the founding of the United States.</p> <p><b>Additional Writing:</b> notes; graphic organizers; short responses to text; captions; generate and declarative and cause and effect sentences. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
		8 (Choice)	<p><b>Once Upon a Time: Fairy Tales</b></p> <p><b>Writing Type: Informative</b> Students will identify key elements of a fairytale and then draft and edit a manual explaining how to write a fairytale.</p> <p><b>Additional Writing:</b> notes; graphic organizers; short responses to texts; opinion; generate declarative and interrogative sentences; combine sentences using conjunctions. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
		8 (Choice)	<p><b>Our Planet: The History of the Earth</b></p> <p><b>Writing Type: Informative</b> Students summarize what was learned in several lessons by writing friendly letters to several characters in the Read-Aloud.</p> <p><b>Additional Writing:</b> Drawing the Read-Aloud; notes; graphic</p>

			<p>organizers; generating declarative, interrogative, imperative, and exclamatory sentences; expanding sentences using conjunctions. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
--	--	--	--

		<p><b>9</b> (Choice)</p>	<p><b>From Babylon to the Nile: Early World Civilizations</b></p> <p><b>Writing Type: Opinion and Informative</b> Students use information gathered about the key components of a civilization to write an informational paragraph during a shared writing activity.</p> <p><b>Additional Writing:</b> notes; graphic organizers; short responses to text; generating and elaborating sentences; Drawing the Read-Aloud. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
		<p><b>9</b> (Choice)</p>	<p><b>Early Americas: Maya, Aztec, and Inca</b></p> <p><b>Writing Type: Opinion</b> Students gather information about the key components of a civilization to write opinion paragraphs, using supporting details to explain why they would prefer visiting either the ancient Maya or Aztec civilization.</p> <p><b>Additional Writing:</b> notes; graphic organizers; short responses to text; practice writing and expanding sentences using conjunctions.</p>

			Pausing Points and Culminating Activities provide additional opportunities for student writing.
		10	<p><b>Adventure Stories: Tales from the Edge</b></p> <p><b>Writing Type: Informative</b> Students use the research process—including brainstorming, asking questions, gathering information, and recording ideas—to write a paragraph about an adventure topic.</p> <p><b>Additional Writing:</b> produce and expand declarative, interrogative, and cause and effect sentences; notes' charts. Pausing Point provides additional opportunities for student writing.</p>