

Grade 1 Unit 1 Writing

Content Area: **ELA**
Course(s):
Time Period: **Trimester 1**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Small Moments: Writing With Focus, Detail, and Dialogue	1	8
How -To If Then Curriculum	1	2
Nonfiction Chapter Books	1/2	8
Writing Reviews	2	8
Poetry If...Then...	2/3	4
From Scences to Series	3	8

Unit Overview

Small Moments

This first unit is designed to help your students work with independence, confidence, and stamina. Children are encouraged to write about small moments, and this level of focus enables them to write with more detail, including showing a character's small actions, dialogue, and internal thinking. Children produce lots and lots of Small Moment stories and move with independence through the writing process: choosing an idea, planning their writing by sketching stories across 3-5 page booklets, storytelling repeatedly until the story feels just right.

Bend 1: Writing Small Moment Stories with Independence :

This bend swings like a pendulum, between sessions that help children write the stories of their lives to sessions that establish the routines and structures of the class so that writing can be done independently.

Bend 2: Bringing Small Moment Stories to Life

In this bend students will be given the strategies they need to bring the many stories that they write to life.

Bend 3: Studying Other Writers' Craft

Writers will continue to learn ways to elaborate on their stories. This time, writers will generate a list of "craft moves" the author of a mentor text made that children could try as well.

Bend 4: Fixing and Fancying Up Our Best Work

This unit has each student selecting a piece he or she wants to publish. Students will learn to use a checklist to help them edit their selected piece. They will also "fancy up" their writing by making a cover page, adding details and color to illustrations, and writing a blurb.

Enduring Understandings

Students will understand that:

- There is a process writers engage in to create writings
- Writers write long and strong, with great volume and stamina
- A small moment is a story about a single event in one's life, written with detail and elaboration
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience
- Writers revise and edit their writing to improve readability for an audience
- Writers properly frame a sentence with a capital letter and punctuation
- All sentences must include a subject and a predicate
- Writers can add variety to their writing by using an array of subjects and predicates

Essential Questions

- ☐ Why is it important to think about our audience when we write?
- ☐ How do authors improve their writing?

- ☐ How do authors communicate their ideas to an audience?

New Jersey Student Learning Standards (No CCS)

LA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

Amistad Integration

Use mentor texts that feature voices from diverse cultures and communities:

- The Leaving Morning, Angela Johnson
- Jabari Jumps, Gaia Cornwall
- Katie Woo Series, Fran Manushkin
- A Chair For My Mother, Vera B. Williams

Diversity Lesson ([click here](#))

Holocaust/Genocide Education

- Teach district mandated diversity lessons
- Incorporate Responsive Classroom Program into classroom community

Interdisciplinary Connections

- Engage in storytelling during partnership time: storytelling experiences (using their OWN writings.)
- Interactive writing: co-create charts outlining new classroom habits and routines.
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and math.

LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
MA.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
MA.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.

Technology Standards

TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

21st Century Themes/Careers

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
-----------------	--

Financial Literacy Integration

<http://www.scholastic.com/browse/article.jsp?id=3758372>

Instructional Strategies & Learning Activities

- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction

Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Learning Through Play
- Self-Directed Learning
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Conferring notes
- On-demand Writing Prompts
- Student skills checklists
- Student portfolio
- Checklist/rubric
- Questions to Consider when Assessing Student Writing
- Checklist/Rubric-Questions to Consider When Assessing Student Writing- Resources from Primary Writing-Lucy Calkins.
- WTW Spelling Inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)
-

Summative Assessment

- District Writing Assessment: Refer to district mandated assessment schedule
- Lucy Calkins Writing Rubric

Benchmark Assessments

Fountas and Pinnell Benchmark Assessment: Refer to district mandated assessment schedule

District Writing Assessment: Refer to district mandated assessment schedule

Alternate Assessments

- Writing celebrations

Resources & Technology

Technology:

- Chromebooks

- iPads
- Google Classroom
- SeeSaw
- Google Slides
- Powerpoint

Resources:

- ☐ The Art of Teaching Writing, by Lucy Calkins (Section 1)
- ☐ A Guide to the Writing Workshop, by Lucy Calkins
- ☐ Launching the Writing Workshop, by Lucy Calkins
- ☐ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources
- ☐ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation

Framing Your Thoughts Resources:

Teachers Manual: Framing Your Thoughts: Sentence Structure, by Victoria Greene

Graphic Organizers/Worksheets in teachers manual

List of books to reinforce Framing Your Thoughts Writing Skills (Pg. X-9,- X-14 of manual)

BOE Approved Texts

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion.

Email their guardians the answer so that the topic can be discussed over dinner.

- Share- Students share a piece of their writing that illustrates the concept taught that day.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.

ELL

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior

- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking