

Grade 1 Unit 2 Writing How-to Writing

Content Area: **ELA**
Course(s):
Time Period: **Trimester 1**
Length: **2 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

This unit is designed to teach students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

For some children, the best way to set them up to write more than one how-to text a day. Other children will benefit most from being channeled toward writing more detailed, elaborated texts. Talk up the choice of longer (five- to six-page) booklets, with extra single pages available, to encourage these writers to add yet more pages as they add more and more detail.

Bend I- Students will learn the structure of a how-to book. During the first week they will be introduced to some exemplar texts and will then write, producing lots of their own procedural texts.

Bend II- Students will learn the importance of writing procedural texts with directions that readers can easily

follow. This will involve thinking about clarity of directions as well as writing mechanics-which means leaving spaces between words, relying on sight words, constructing longer sentences, and so forth.

Bend III- For this bend students will aim to write clearer, more elaborate texts, both through revision and right from the start. Their revised work is what will be published at the end of the final week.

Enduring Understandings

Students will understand that:

- ☐ Writing is a process, and every step in the process is important
- ☐ Writers write long and strong, with great volume and stamina
- ☐ How-to writing contains content-specific expert language as well as descriptive language
- ☐ Writers revise and edit their writing to improve readability
- ☐ How to properly frame a sentence with capital letters, punctuation, subjects, and predicates
- ☐ How to build upon barebone sentences using where predicate expanders to enrich their writing
- ☐ How to vary sentences using an array of where predicate expanders, 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.1.1	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.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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.W.1.4	(Begins in grade 3)
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.10	(Begins in grade 3)
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
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.I	Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.B	Use end punctuation for sentences.

Amistad Integration

Holidays and Traditions Around the World

Holocaust/Genocide Education

- Teach district mandated diversity lessons

- Incorporate Responsive Classroom Program into classroom community
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Interdisciplinary Connections

- • Math: Create how-to directions for how to solve problems during math workshop
- • Goal setting: in addition to naming goals, students can create an action plan for how they will meet their goal

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.
MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
MA.1.G.A	Reason with shapes and their attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
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.

Technology Standards

LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	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).

21st Century Themes/Careers

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy Media Literacy
- Life and Career Skills

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

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- 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

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

- Project Based learning
- Learning Celebrations

Resources & Technology

Technology:

- Chromebooks
 - iPads
 - Google Classroom
 - SeeSaw
 - Google Slides
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- ☐ TCRWP Writing Book If...Then... G rade 1, © 2013
 - ☐ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources,
Spanish-language, and other online resources (login with WUOS_GR1)
 - ☐ Writing Pathways (for writing progressions and student-facing checklists)
 - ☐ 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

- ☐ How to Make Bubbles, How to Make a Bouncing Egg, How to Make Slime, How to Make a Liquid Rainbow, by Lori Shores (and other books in the science experiment series published by Pebble Plus)
- ☐ How a House is Built, b y Gail Gibbons
- ☐ Change It! Solids, Liquids, Gases and You, by Adrienne Mason
- ☐ How to Lose All Your Friends, b y Nancy Carlson

- ☐ Let's Cook!, by Backpack Books (or other cookbooks for kids)
- ☐ My First Ballet Class, by Alyssa Satin Capucilli

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, others 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.

504

- 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

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking