

# Grade 1 Writing Unit 4 From Scenes to Series

Content Area: **ELA**  
Course(s):  
Time Period: **Trimester 3**  
Length: **8 weeks**  
Status: **Published**

## Course Pacing Guide

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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 Scenes to Series	3	8

## Unit Overview

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In this final unit, you'll lead your first graders into series writing. In the first two bends of the unit, you will lead your students, somewhat step by step, through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books and, finally, creating a "boxed set" of their stories.

Along the way, of course, you'll be reminding your students what they know from their Small Moments writing, and extend those skills. Then, you'll invite students to use what they know to do it again with more independence and agency as they create a second "famous series."

**Bend I- Fiction Writers Set Out to Write Realistic Fiction!**-In this bend students will be invited to do something they love to do-pretend! Students will be encouraged to write lots of realistic fiction stories quickly and with independence using all they already know about writing small moments. They will learn that characters face a bit of trouble-and that writers get the characters out of trouble to give readers a satisfying ending.

**Bend II- Fiction Writers Set Out to Write Series-** In this Bend you'll teach your students that writers put their characters into more than one book, and more than one adventure. Students will learn to write with detail and to make their characters talk for different purposes.

**Bend III-Becoming More Powerful at Realistic Fiction-**Students will learn that writers call on their own experiences to imagine tiny details they can include in a story to let their readers know a story is realistic.

**Bend IV- Getting Ready to Publish Our Second Series-**Students will prepare to publish their second series.

They will create a "meet the author" page to introduce themselves to their readers.

## **Enduring Understandings**

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- ☐ Writers draw on personal experiences to write fiction stories.
- ☐ Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.
- ☐ 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 predicate expanders (where, how, when, and why), subjects, and predicates, and subject describers (looks like/physical, behavior/personality, number, and ownership).
- ☐ How to use mobility with predicate expanders in order to add variety to their writing

## **Essential Questions**

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- ☐ How do writers decide on a topic?
- ☐ Why is revision important?
- ☐ How do authors decide on a planning method?

## **New Jersey Student Learning Standards (No CCS)**

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LA.RF.1.1.A

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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.1.5	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.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.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).
LA.L.1.1.F	Use frequently occurring adjectives.

## **Amistad Integration**

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

A Bike Like Sergio's by Maribeth Boelts

Those Shoes by Maribeth Boelts

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

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

## Interdisciplinary Connections

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MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
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.
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.  Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.  Conflicts between people occur, and there are effective ways to resolve them.

## Technology Standards

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TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

## 21st Century Themes/Careers

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Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

## **Financial Literacy Integration**

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

## **Instructional Strategies & Learning Activities**

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- 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**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus

- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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- 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**

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

## **Benchmark Assessments**

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

## **Alternate Assessments**

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Writing Celebration

## Resources & Technology

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### Technology:

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

### Resources:

- Teacher's College Kit Book From Scenes to Series Unit 4

### 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

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- ☐ Chicken Sunday, P. Polacco
- ☐ Just Us Women, J, Caines
- ☐ Night Shift Daddy, E. Spinelli
- ☐ Snowy Day, E.J. Keats
- ☐ Two of Them, Alike
- ☐ When I Was Young in the Mountains, C. Rylant

## Closure

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- 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**

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- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- 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.).
- Provide a computer for written work.
- 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.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- 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.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## 504

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- 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

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- 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**

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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

