Unit 1 Narrative: Small Moments

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 1**
Length: **8 Weeks**
Status: **Published**

Unit Overview

This first unit is designed to help students work with independence, confidence, and stamina. Routines and procedures will be taught and reviewed. Students will be writing small moments: stories from their lives with small, clear focus, tremendous detail and elaboration. Most children should be able to write one or two sentences on each page, so they will need booklets containing both spaces for drawings and spaces for writing. The importance of drawing for planning should be stressed in this unit. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and elaborate their stories. If need be, students will be provided with more support in small groups.

Writers will also be encouraged to write with proper use of writing conventions. For example, as per the Student Learning Standards, it is required that children be able to write narrative texts with a level of proficiency, demonstrating a command of end punctuation, the ability to spell words with common patterns, and to be resourceful and phonetic in spelling unknown words. While continuing to write small moment stories from their own lives, students will be encouraged to use writing partnerships to help them make comments, ask questions, and provide suggestions to and from peers in order to lift the level of the writing. These partnerships set the expectation that we write so that our partners and others can read and understand our work. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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.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).
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Essential Questions

- How is writer's workshop different than writing class?
- What is a small moment?
- How do writers use what they know to make writing clear?

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Application of Knowledge: Students will know that...

- A small moment is a story about a small event in one’s life, written with detail and elaboration.
- There are structures in place for writers to follow to be successful.
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable to others.
- Writers use partnerships as a way to lift our writing and understand ways to better write for our readers.
- Writers write long and strong, with great volume and stamina.

Application of Skills: Students will be able to...

- Provide some sense of closure in each narrative.
- Write narratives in which they recount two or more appropriately sequenced events.
- Write narratives including some details regarding what happened.
- Write narratives using temporal words to signal event order.
- Write narratives which show a character's small actions, dialogue, and internal thinking.

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from *Units of Study in Opinion, Information, and Narrative Writing, Grade 1* (Calkins et al., 2013) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- Introduce the writing workshop and teach children that writers use events from their lives - things they do or things that have happened to them - to write small moment stories.
- Teach children that writers plan what they want to write about before they start writing.
- Teach children that writers use pictures to help them add words to tell their stories.
- Teach children that writers spell by stretching out each word, listening for all the sounds and recording what they hear.
- Teach children that writers write with focus
- Teach children that writers talk to other writers about their writing, storytelling their ideas out loud.
- Teach children that writers reread their own writing just like they read published books, making sure their writing is clear and makes sense for their readers.
- Teach children how writers bring their stories to life by making their characters move and speak.
- Teach children that writers bring their stories to life by unfolding the action bit by bit.
- Teach children that writers bring their stories to life by making characters think and feel.
- Teach children that one way to bring a story to life is to act out what really happened, either with a partner or in your mind.
- Teach children that writers use words they know to spell new and more challenging words.
- Teach children that writers use capital letters and end marks to edit their writing to help readers.
- Teach children that writers study other authors' craft, seeing what special things the authors do that they could try in their own writing.
- Teach children that once writers have discovered a craft move from a mentor text to emulate, they try it out in their own writing. In this case, they could try out helping their readers make a movie in their mind, drawing them into the story by including the exact actions of their characters.
- Teach children that once writers have discovered a craft move from a mentor text to emulate, they try it out in their own writing. In this case, they could try out giving their readers clues about how to read their story, including writing words bigger and bolder for emphasis.
- Teach children that they can copy from books they like into their writing. Writers study the books they love to find new tricks or craft moves for writing well.
- Teach children that writers fix up and publish pieces that they especially love.
- Teach children that writers reread their writing using an editing checklist, to remind themselves of all the ways they know how to make their writing easy to read for their readers.

- Teach children that writers get their books ready to publish by including a title, detailed pictures, and a cover.
- End the unit with children publishing their writing and sending it out into the world. Celebrate being a community of writers and share students' writing with others. Add books to the classroom library.

Activities to Support Teaching Points

- Create and refer to anchor charts.
- Study pages from exemplar writer's notebooks.
- Provide and present mentor texts as models.
- Teach children to read like writers using mentor texts
- Provide checklists to assess and develop on-going goals.
- Use booklets, pages, and/or writer's notebooks for daily writing.
- Make mental movies and act out a story to make writing come alive.
- Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting.
- Add dialogue to make characters come to life.
- Set mini goals to revise and edit as you move through writing pieces.
- Tap, sketch, or jot across the pages as a way of planning stories, books.
- Explore and try a variety of beginnings and endings to your writing piece
- Write long and strong to build stamina..
- Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.
- Use technology to research information about a specific topic.
- Use technology to publish a piece of writing.
- Plan to celebrate the conclusion of classroom writing projects.

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group

and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

On-Demand Performance Assessment Prompt: Narrative Writing (E.g. "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:

- Write a beginning for your story.
- Show what happened in order.
- Use details to help readers picture your story.
- Make an ending for your story." - Taken from *Writing Pathways: Performance Assessments and Learning Progressions, K-5*)

Formative Assessments (Informal)

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Comments, corrections, and records from peer conferences between students.

Observation of daily writing progress in writing notebooks and/or folders.

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published Narratives

Completed unit writing projects

On-Demand Performance Assessment Prompt (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex writing techniques in each writing piece based on the 1st and 2nd Grade Writing Learning Progressions:

- The writer writes the parts of a story in order. He/she uses words like *and, then,* and *so* to transition from one part to the next.
- The writer attempts to use strong words that help the reader picture his story.
- The writer tried to bring her characters to life with details, talk, and actions.
- The writer writes an ending and includes how he/she felt about it.
- The writer uses correct spelling, spacing, capital letters, and punctuation so that others can read the writing.

Integrated/Cross-Disciplinary Instruction

Science, Engineering, and Math .

- Write a story about the life cycle of a plant or animal.
- Write a story about the Magic School Bus and making a rainbow.
- Write a story about the Magic School Bus and its bright idea.
- Draw and label parts of a balloon rocket or glider.
- Write a story about a chick that just hatched.
- Write about the Lorax and caring for the Earth.
- Sketch pictures of solids and liquids and label.
- Write math problems about growth of a plant.

Social Studies

- Write a story about a family member and illustrate.
- Write a story about life in early days.
- Sketch pictures about Native Americans and different aspects of their lives. Label.
- Write a story about life as a Native American after listening to "Moon of Falling Leaves".
- Write a story about what you like to do during your favorite season.
- Write a story about a character in a specific career, such as a farmer, businessman, etc.

Study Skills

- Use graphic organizers to plan writing.
- Use checklists and rubrics to monitor progress.
- Use Venn diagrams and t-charts to gather, compare, and contrast events.

- Use highlighters, note cards, post-its, and other tools during revision and editing.

The Arts

- Act out feelings of a character from a story.
- Write a play based on a story.
- Create comic books.

Reading Workshop

- Apply language and ideas from read alouds and independent reading.
- Utilize read alouds and independent reading as mentor texts.
- Apply spelling strategies.
- Apply grammar skills.
- Expand written vocabulary from read alouds and independent reading.
- Model sentence structure after mentor texts.

Suggested Mentor Texts and Other Resources

Resources

Units of Study in Opinion, Information, and Narrative Writing:

- *Small Moments, Writing with Focus, Detail, and Dialogue* by Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman
- *Nonfiction Chapter Books* by Lucy Calkins, Kristine Mraz, and Barbara Golub
- *Writing Reviews* by Lucy Calkins, Elizabeth Dunford, and Celena Dangler Larkey
- *From Scenes to Series* by Lucy Calkins, Mary Ehrenworth and Christine Holley
- *A Guide to the Common Core Writing Workshop*, Primary Grades; Lucy Calkins
- *Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 1 (Assessment-Based Instruction); Lucy Calkins; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

Read Alouds and Mentor Texts

Owl Moon; Jane Yolen

Paperbag Princess; Robert Munsch

The Paper Crane; Molly Bang

Pigs; Robert Munsch

Miss Rumphius; Barbara Cooney

The Wednesday Surprise; Eve Bunting

The Relatives Came; Cynthia Rylant

William's Doll; Charlotte Zolotow

Bigmama's; Donald Crews

Julius the Baby of the World; Kevin Henkes

Lily's Purple Plastic Purse; Kevin Henkes

Wemberly Worried; Kevin Henkes

Owen; Kevin Henkes

Alexander and the Terrible, Horrible, No Good, Very Bad Day; Judith Viors*t*

Ira Sleeps Over; Bernard Waber

A Chair for Mother; Vera B. Williams

The Very Hungry Caterpillar; Eric Carle

In November; Cynthia Rylant

Caps for Sale; Slobadkina

David Goes to School; David Shanno*n*

Duck on a Bike; David Shannon

All the Places to Love; Patricia MacLachlan

My Great Aunt Arizona; Gloria Houston

The Tale of Despereaux; Kate DiCamillo

Thunder Cake and other books *by* Patricia Polacco

The First Dog; Jan Brett

When I Was Young in the Mountains; Cynthia Rylant

Dear Mrs. LaRue, Letters from Obedience School; Mark Teague

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21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.