

# GR 1 Schoolwide Unit 1 (How Writers Work)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **Sept.- Oct.**  
Status: **Published**

## Unit Overview

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Unit Title: How Writers Work

Essential Question: How do writers learn to write in the ways they do?

## Standards

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ELA.L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
ELA.L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
ELA.L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
ELA.L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
ELA.L.WF.1.3.A	Write sentences with increasing complexity.
ELA.L.WF.1.3.B	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
ELA.L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
ELA.L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
ELA.L.WF.1.3.E	Use commas in dates and to separate single words in a series.
ELA.L.WF.1.3.F	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
ELA.L.WF.1.3.G	Write statements in response to questions, and questions transformed from statements, using conventional word order.
ELA.L.WF.1.3.H	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
ELA.L.WF.1.3.I	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
ELA.L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
ELA.L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.L.VI.1.3	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

ELA.L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELA.L.VI.1.3.C	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
ELA.L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
ELA.L.VI.1.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
ELA.W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
ELA.W.AW.1.1.A	Introduce an opinion.
ELA.W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
ELA.W.AW.1.1.C	Provide a conclusion.
ELA.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
ELA.W.IW.1.2.A	Introduce a topic.
ELA.W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
ELA.W.IW.1.2.C	Provide a conclusion.
ELA.W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
ELA.W.NW.1.3.A	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
ELA.W.NW.1.3.B	Provide dialogue and/or description and details of experiences, events, or characters.
ELA.W.NW.1.3.C	Use transitional words to manage the sequence of events.
ELA.W.NW.1.3.D	Provide a reaction to the experiences or events.
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.1.4.A	With prompts and support, identify audience and purpose before writing.
ELA.W.WP.1.4.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
ELA.W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
ELA.W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
ELA.W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.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).
ELA.SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
ELA.SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented

	orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

## **Materials/Activities/Resources**

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### **Core materials:**

- Schoolwide Writing

### **Web Site Resources:**

- Schoolwide Writing
- Lexia
- Amira (K-3)

## **Technology**

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- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

### **Summative Assessment**

- Process Pieces
- Schoolwide Rubrics

- Student Publishing
- Student Self-Reflection

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

### **504**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

### **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

### **At-Risk of Failure**

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

### **Gifted & Talented**

- Independent projects
- PEP/GEM class

## **Interdisciplinary Connections**

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Social Studies Connections: All About Me

## **Social and Emotional Learning Connections**

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Learning Mindset: Self-Reflection, Curiosity, Setting Goals. Noticing

## **21st Century Life Literacies & Key Skills**

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Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

## **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.

- CRP11. Use technology to enhance productivity.