

GR 1 Schoolwide Unit 2 (Personal Narrative)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **Nov. - Jan.**
Status: **Published**

Unit Overview

Unit Title: Personal Narrative

Essential Question: How do personal narrative writers draw on their own personal experiences and interests to generate ideas for writing?

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.1.1.B | Write a common grapheme (letter or letter group) for each phoneme. |
| 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.G | Write statements in response to questions, and questions transformed from statements, using conventional word order. |
| ELA.L.WF.1.3.I | Use conjunctions appropriately in sentences (e.g., and, but, so, and because). |
| 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.A | Choose flexibly from an array of strategies to determine the meaning of words and phrases. |
| 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 |

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| | 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.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.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

Core materials:

- Schoolwide Writing

Web Site Resources:

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

Technology

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

Assessment

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

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

Social Studies Connections: What Stories Teach Us

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Curiosity, Noticing, Resilience, Belonging

21st Century Life Literacies & Key Skills

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

- 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.