

Unit 5 Writing: From Scenes to Series

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will write a narrative story that moves through a logical sequence of events (beginning, middle, and end). They will learn to incorporate characters, setting, events, and personal reaction (“inside story”). Instruction will follow the process approach to writing instruction, emphasizing that students will re-read their own work, revise to clarify meaning, and complete simple editing. Students will work in partnerships, conferring with one another and responding to each other’s work by asking questions and offering suggestions.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revised: June 2021

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#). Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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| 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.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.E | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |
| LA.L.1.1.F | Use frequently occurring adjectives. |
| LA.L.1.1.G | Use frequently occurring conjunctions (e.g., and, but, or, so, because). |
| LA.L.1.1.H | Use determiners (e.g., articles, demonstratives). |
| LA.L.1.1.I | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| LA.L.1.1.J | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| LA.L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.1.2.A | Capitalize dates and names of people. |
| LA.L.1.2.B | Use end punctuation for sentences. |
| LA.L.1.2.C | Use commas in dates and to separate single words in a series. |
| LA.L.1.2.D | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| LA.L.1.2.E | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| 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.1.2 | 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. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |

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| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| TECH.8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources. |
| TECH.8.1.2.D.1 | Develop an understanding of ownership of print and nonprint information. |

Essential Questions

- How can I organize my thoughts before and while I write?
- What are some revision and editing techniques that I could use to make my writing the best it can be?
- How can I use all the strategies that I know to make my writing better?
- How can I help others make their writing better?
- How can I convey voice through my writing?
- How can I create stories for an audience with interesting characters and details?

Students Will Know/Students Will Be Skilled At

- conventions (spelling-phonetic and high frequency words, punctuation, capitalization, grammar)
- the elements of fiction writing
- writerly moves used by authors of narrative
- specific techniques for how to write a book
- handwriting (appropriate letter formation, spacing, appropriate use of lowercase letters)
- organizing in a way that conveys meaning
- structuring a piece with a clear beginning, middle, and end
- including details to clarify and illuminate meaning further
- elaboration through pictures and words
- mimicking author's and illustrator's craft

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative including Alternative Assessments:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided.
- Located in the shared [K-5 folder](#) Language Arts folder on the Google Drive, reported three times per year

Learning Plan

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small

group strategy instruction, one-to-one conferencing, and partnerships. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing partnerships.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson.

Here is a sample of a Writing Workshop template. Click [here](#).

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Please refer to the [Grades K-5 folder](#) for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points/Lessons: Fiction Writers Set Out to Write Realistic Fiction

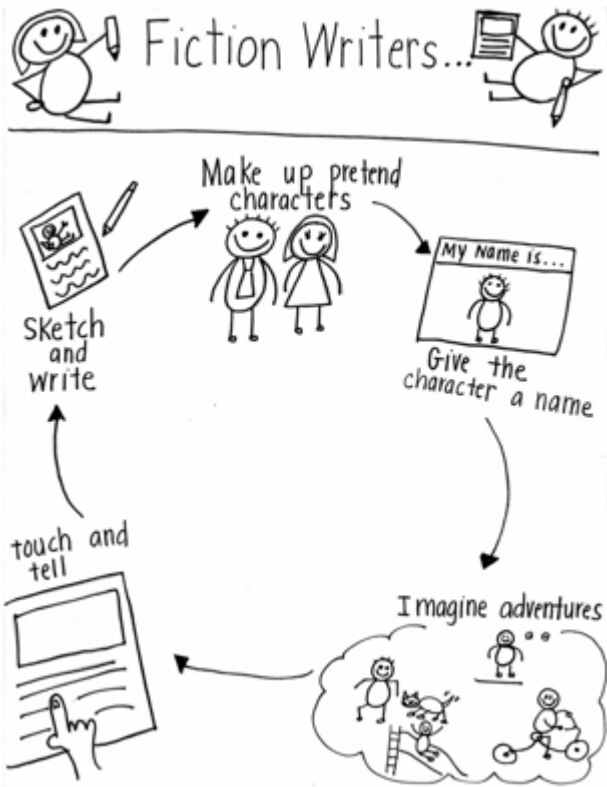
When writers write realistic fiction they imagine a pretend character. They pretend things about that character – where the character does and the trouble he or she gets in.

- Create a “How to Write a Realistic Fiction Book” chart
 1. Think of a pretend character--Give character a name (main character)
 2. Plan--Imagine a place (setting) and Imagine the trouble your character gets into (problem)
 3. Write!--Touch and tell, sketch across page

- Version 1:



- Version 2:

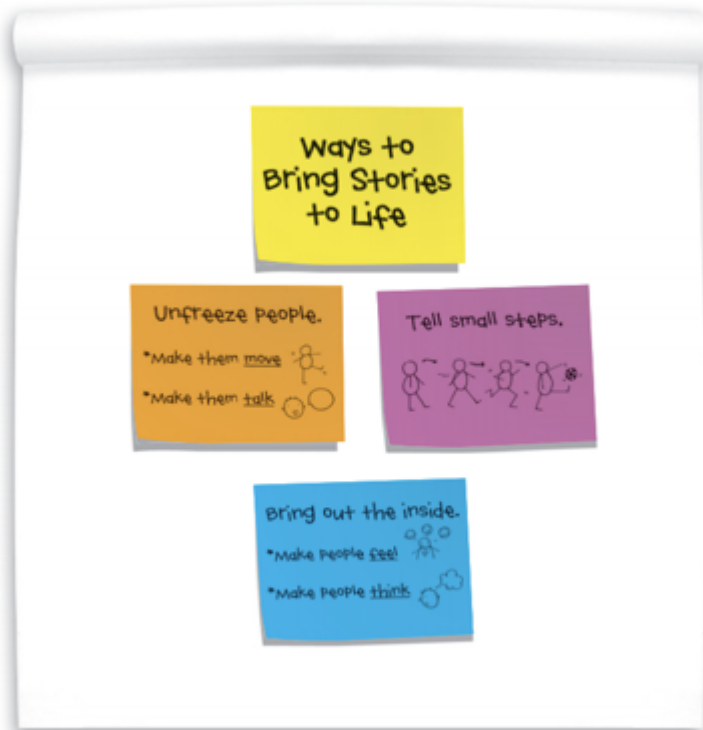


Writers take charge of their own writing and give themselves orders and think about what they need to do next. They think, “Now I need to...” and “Next I should...”

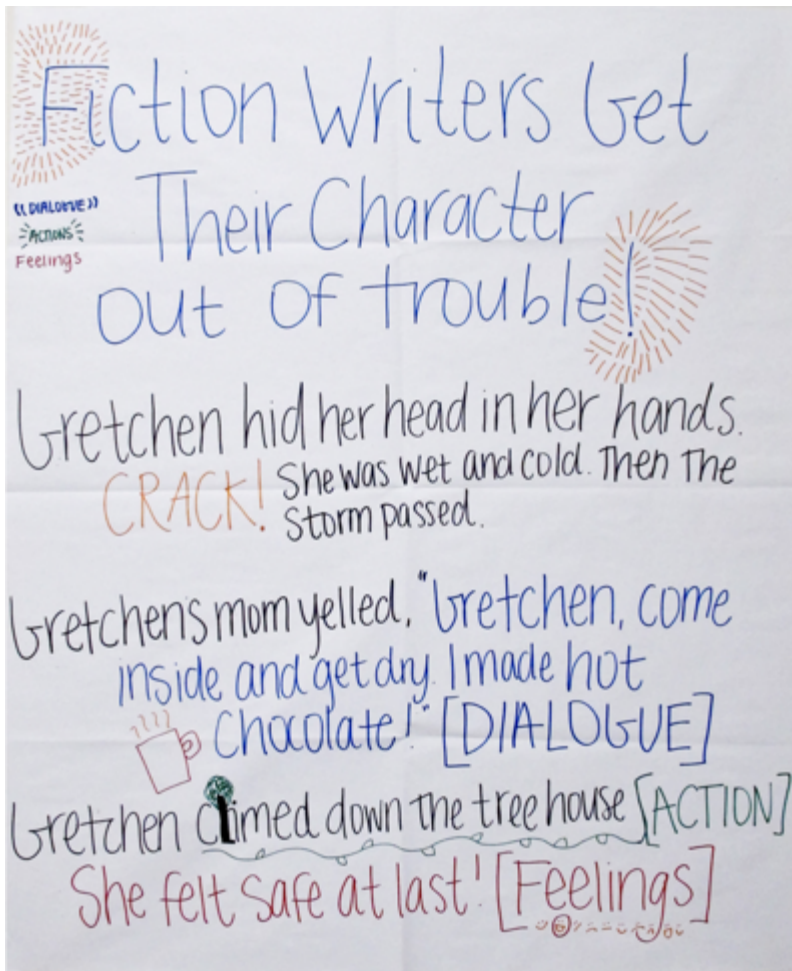
- Writers can use their own writing folders for ideas and tools to help them write.
- Writers choose a familiar setting for their story so they can write lots of details.

Writers create satisfying endings for their readers by telling what happens to their characters at the end of their story.

- Review the “Ways to Bring Stories to Life” chart.



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- Create “Fiction Writers Get Their Characters Out of Trouble” chart and brainstorm different endings to a class story.



- Writers can make more than one ending and get feedback from a partner to choose the best one.
- Writers can add to the beginnings of their stories. (action, dialogue, feelings)

Writers often choose special and fancy words to bring sparkle to their stories and use all they know about spelling when they write.

- Create "Sparkle Words" chart with a list of amazing words the class has used in their stories.
- Review "Ways to Spell Words" chart



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- Writers can try to write a tricky word 3 different ways, then circle the one that looks best.

Writers investigate, “What am I doing well as a narrative writer, and what do I need to work on next?”

- Writers use checklists to help them set goals. (Narrative Writing Checklist or Illustrated Narrative Writing Checklist)
- Writers find something in their work they are really happy about and share

Suggested Teaching Points/Lessons: Fiction Writers Set Out to Write Series

Fiction writers write series by sticking with a character they really like and creating more than one story about him/her.

- Create “How to Write Series Books” chart.
 1. Use the same pretend characters
 2. Start a new day or night in each story
 3. Have things happen in the same place
 4. Include the same friend, pet, brother or sister
 5. Write different adventures
 6. Have trouble repeat sometimes

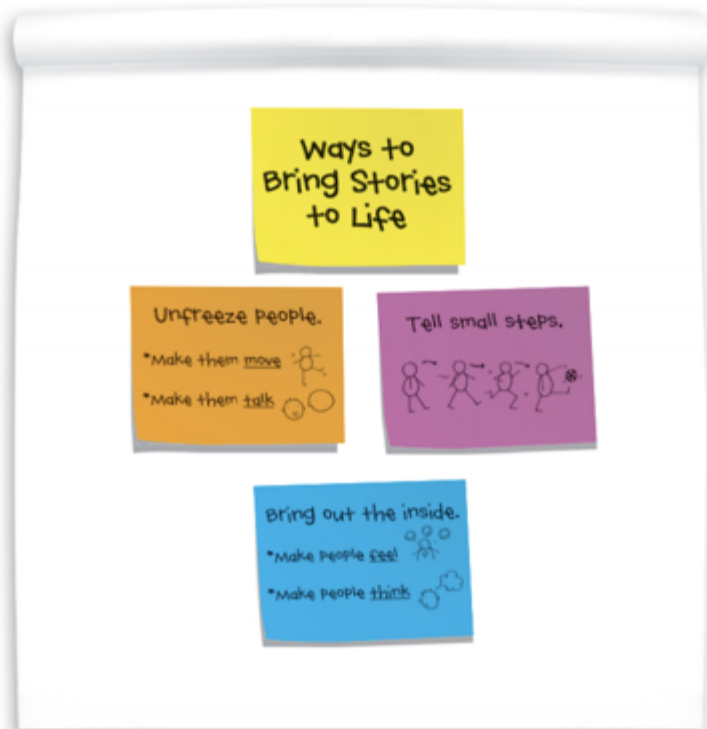
HOW TO WRITE SERIES BOOK!

- Use the same pretend characters
- Start a new day or night in each story
- Have things happen in the same place
- Include the same friend, pet, brother, sister
- Write different adventures

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| | | |
|---------------|--------------------|-----------|
| Pinky + Rex | Clifford | Spiderman |
| Henry + Mudse | Mr. Putter + Tabby | |

- Take another look at "Ways to Bring Stories to Life" chart.



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- Do a shared writing and create a series book as a class.

Writers tell a lot of important details about their characters in the first book of their series.

- Create “Details that Go in Book One of a Series” checklist.
 1. Who the character is
 2. Where the character lives
 3. What the character likes
 4. How the character feels
 5. Who the character’s best friends are
 6. Important background information
 7. How the character comes to be in a place
 8. How the character becomes friends with other characters
- Writers use capital letters for character’s names.

Writers make characters in their stories speak in many ways.

- When people speak, they yell, cry, shout, whisper, ask, etc.

Writers figure out ways to add sparkle to their fiction books by noticing what kinds of things their favorite authors put in their books.

- Look at Henry and Mudge Series as well as others. Create a “Our Favorite Series Authors...” chart.

1. Describe the setting (the place, the weather, the season, time of day)
2. Make the action exciting!
3. Give a lot of details for new characters
4. Add special details to their pictures
5. Make a pattern (“he worried about... he worried that...mostly he worried...”)
6. Add POP-OUT words
7. Show characters’ strong feelings in pictures
8. Repeat action in pictures and words



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- Writers stretch themselves by adding lots of sentences when they add to their books.

Writers can publish multiple books to create a series.

- Writers choose a few stories to edit (use editing checklist for Narrative Writing) and fancy up to place in a boxed set (decorated cereal box).

Suggested Teaching Points/Lessons: Becoming More Powerful at Realistic Fiction . . .

Realistic fiction writers study what makes realistic fiction seem so realistic and use their own experiences to write stories that seem real.

- Writers ask when they read a mentor text or their own text, “What feels real about this story?”
- Each writer plans their story differently, ie. Some tell the story across their fingers, or tell it across pages, or tell it to a partner, some sketch a few pictures first, others write an important word on each page with a sticky note, or write a sentence on each page, etc.

Writers show their readers what is happening in their story by picturing their story and then adding lots of realistic, exact details.

- Writers include tiny realistic details about their character, their settings, the trouble etc. They do this in their words and pictures. Try this in a shared writing.

Fiction writers often divide their story into chapters. One way to do this is to break the story into three parts: the beginning, the middle (or trouble/problem), and the end (fixing the trouble/solution).

- Writers write snappy chapter titles
- Writers can go back to stories they have written and divide them into chapters

Writers can use patterns to stretch out parts of their stories. They can use three details or three examples when they describe something.

- Writers study Cynthia Rylant in *Henry and Mudge* and *the Happy Cat* to notice patterns of 3.

Writers will combine their super writing powers that they have as a super series writer.

- Writers will use resources available to them (anchor charts, bulletin boards, folders, and books) to guide them in finding their superpowers
- Create a list of “Super Writing Powers of Super Series Writers”:
 1. We set goals.
 2. We create pretend characters.
 3. We invent adventures for our characters.
 4. We get characters into trouble...and out of trouble
 5. We unfreeze people.
 6. We add tiny, realistic details.
 7. We make chapters for our stories.
 8. We use patterns to stretch parts.
 9. We study our mentor authors.
 10. We spell the best we can

Syntax, Style, Grammar, and Conventions

Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

Sentence study introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence’s grammar, structure, and style. Students will be able to apply their learning to develop and strengthen their independent writing skills.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Core materials include:

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 1, Heinemann, 2013.

Materials used for grammar and convention study include the following: Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Supplemental Instructional Materials

Possible Mentor Texts:

- Henry and Mudge by Cynthia Rylant
- Poppleton by Cynthia Rylant
- Mr. Putter and Tabby by Cynthia Rylant
- Knuffle Bunny by Mo Willems

Possible Teaching Charts:

- “How to Write a Realistic Fiction Book”
- “Fiction Writers Get Their Characters Out of Trouble”
- “Sparkle Words”
- “How to Write Series Books”

- “Details that Go in Book One of a Series”
- “Our Favorite Series Authors...”
- “The Super Writing Powers of Super Series Writers”
- “‘Meet the Author’ Tells About”
- “Are You Ready to Celebrate?”
- Use resource CD for rubrics, student samples, and charts

Suggested Teacher Resources

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 1, Heinemann, 2013.
- *The Writing Strategies Book*, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- Cranford Public School [K-5 Google folder](#) for instructional materials
- [Heinemann](#) for anchor charts and other teacher resources & materials (Consult with building principal or literacy team for access).

Suggested Strategies for Accommodations and Modifications

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech to text function on computer

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the Grades K-5 folder for specific appropriate interventions.