Unit 1 Writing: Small Moments

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5 Weeks**
Status: **Published**

Brief Summary of Unit

This unit is an introduction to first grade Writing Workshop. Students will begin to independently write and explore the writing process. In this unit, students will write a focused personal narrative that moves through a logical sequence of events. They will incorporate characters, setting, events, and personal reaction. Through rereading their own writing, they will begin to do simple revising to clarify meaning. In addition, they will focus on simple editing such as conventions (spelling-phonetic and high frequency words, punctuation, capitalization, grammar), as well as, handwriting (appropriate letter formation, spacing, appropriate use of lowercase letters). Most importantly, students will learn to respond 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 2024

Pacing Guide

Please refer to thisLanguage 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 tothis 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.

L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
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:
L.WF.1.2.A	Short vowels and single consonants.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
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.
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.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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).
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
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.
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.

Performing Arts Standards

1.4.2.Cr1: (a). Propose potential character choices and plot details in a guided drama

experience (e.g., process drama, story drama, creative drama). (b). Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2: (a). Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3: (a). With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify similarities and differences

in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5: (a). With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6: (a). Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Cn10: (a). With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g.,

process drama, story drama, creative drama).

Essential Questions

Bend 1: How can you write a small moment narrative story that lets the reader have a sneak peek into your life?

Bend 2: How can you look at your writing and say to yourself, “Hmm, what is missing, and where can I add it to my own writing piece?”

Bend 3: What do you learn from mentor authors to make your writing even better?

Students Will Know/Students Will Be Skilled At

- the characteristics of personal narratives
- how to generate small moment/seed idea stories
- the conventions of grammar, spelling, and punctuation
- stretching, hearing, and writing sounds
- organizing a writing piece in a way that conveys meaning
- structuring a piece with a clear beginning, middle, and end
- writing across pages
- including details to clarify and illuminate meaning further
- elaboration through pictures and words
- mimicking author's and illustrator's craft
- publishing their work for an audience

By the End of this Unit:

- Students will have written multiple books showing and telling about small moments in their lives.
- Students will draw their characters to show action.
- Students will included speech bubbles and dialogue.
- Students will use capital letters, spaces between words, and end punctuation.
- Students will revise and edit multiple books.
- Students will be able to mimic a mentor author’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 a 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 Google folder Language Arts folder on 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 the 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. Change red font to match your teaching point. Click here.

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 Google 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.

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.

The core materials for this unit include the Units of Study in Writing for grade 1, The Reading and Writing Project at Mossflower, 2024-2025.

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.

Instructional Materials

Please use this link to access instructional materials for this unit.

Possible Mentor Texts:

- Night of the Veggie Monster by George Clements
- A Chair for My Mother by Vera Williams
- Peter's Chair by Ezra Jack Keats
- Joshua's Night Whispers by Angela Johnson
- Chrysanthemum by Kevin Henkes
- The Relatives Came by Cynthia Rylant
- The Kissing Hand by Audrey Penn

Possible Teaching Charts:

- "How to Write a Story"
- "Ways to Spell Words"
- "Storytelling with a Partner"
- "Ways to Bring Stories to Life"
- "Writers Use Marks to Help Readers!"
- "Learning Craft Moves from a Mentor Author"
- 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, 2023.
- *The Writing Strategies Boo*k, 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 folder 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 compete 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.