Nov. Gr. 1 WRITING: Grammar

Content Area: **English**
Course(s):
Time Period: **November**
Length: **1-40 Weeks**
Status: **Published**

Unit Overview

This unit is to be taught as lessons wherever they fit within the writing units, not as a stand alone unit. Each lesson and mini-lesson covers various grammar and convention topics with mentor texts.

Enduring Understandings

There are grammar and writing conventions that need to be followed in order to be a clear communicator in the English Language.

Essential Questions

What English Grammar and writing conventions does a writer need to follow in order to be a clear communicator?

Instructional Strategies & Learning Activities

Text Layout

Lesson 1: Interactive Read-Aloud

How Pictures and Words Are Placed on the Page uses Knuffle Bunny Free: An Unexpected Diversion by Mo Willems.
Rationale: Text layout considers how pictures and words are placed on the page. It also determines how the story is read. Students will notice how writers use the placement of pictures and words on a page to affect the readers' experiences with the story. This will give them the opportunity to demonstrate their understanding of the organization and basic features of print and layout (as mentioned in the CCLS Reading Foundational Standards).
Common Core State Standards: RF.1.1, RL.1.1, RL.1.2, RL.1.3, SL.1.1, SL.1.4, SL.1.6

Lesson 2: Interactive Read-Aloud

Features Matter! uses Giraffes Can't Dance by Giles Andreae and Knuffle Bunny Free: An Unexpected Diversion by Mo Willems.
Rationale: Writers use a variety of different fonts and features of type in order to enhance or convey different meanings. Students will learn how text formats such as writing words in shapes and text features such as boldface, capitalization, and italics convey particular meanings and emotions in a story.
Common Core State Standards: RF.1.1, RL.1.1, RL.1.2, RL.1.3, SL.1.1, SL.1.4, SL.1.6

Lesson 3: Mini-Lesson
It's All Part of the Plan uses Knuffle Bunny Free: An Unexpected Diversion by Mo Willems.
Rationale: Writers consider the layout and organization of letters, words, sentences, and pictures when they plan their stories. Students will look in their Writing Folders to select an idea and then consider how to use pictures, text features, and words to best express their thinking.
Common Core State Standards: RF.1.1, RL.1.1, RL.1.2, RL.1.3, SL.1.1, SL.1.4, SL.1.6, W.1.3, W.1.8

THE FUNDAMENTALS OF
GRAMMAR AND CONVENTIONS
Capitalization
Lesson 1: Interactive Read-Aloud
When to Use Capital Letters uses Read Anything Good Lately? by Susan Allen and Jane Lindaman.
Rationale: Writers use uppercase and lowercase letters in their writing to represent different kinds of words, names,
and titles. Students will learn to recognize that there are certain kinds of words that need to begin with capital, or
uppercase, letters.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, L.1.2

Lesson 2: Mini-Lesson
Using Capital Letters uses Read Anything Good Lately? by Susan Allen and Jane Lindaman.
Rationale: Students have learned to use a capital letter for the first word of a sentence, the word "I," and their first
and last names. Students will review the rules for capitalization and practice using capital letters correctly. Students
will also remember to use capital letters for dates and names of people.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, L.1.2

Punctuation
Lesson 1: Interactive Read-Aloud
All the Right Questions Have Question Marks uses How Are You Peeling? by Saxton Freymann and Joost Elffers.
Rationale: Writers use question marks at the end of sentences when they are asking questions that need answers
or when they are seeking information. Students will recognize how writers and illustrators use question marks at the

end of sentences in order to ask questions and get information.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.2

Lesson 2: Interactive Read-Aloud
Exclamation Points Are Exciting! uses I Love My New Toy! by Mo Willems.
Rationale: Writers use exclamation points at the end of sentences when they want to convey the emotion of excitement. The exclamation point shows that the statement should be read and interpreted energetically and expressively. Students will be introduced to exclamation points and how to use them in their own writing.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.2

Lesson 3: Mini-Lesson
The End Is Important, Too! uses I Love My New Toy! by Mo Willems, How Are You Peeling? by Saxton Freymann
and Joost Elffers, and a teacher-created text.
Rationale: Writers use end mark punctuation to convey meaning and to help their readers understand what they've
written. Students will discover the many uses of end mark punctuation and will recognize the effects it has on the
way a sentence or text is read.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.2

THE FUNDAMENTALS OF
GRAMMAR AND CONVENTIONS

Lesson 4: Mini-Lesson
Commas Are Important, Too! uses How Are You Peeling? by Saxton Freymann and Joost Elffers.
Rationale: Writers use commas to separate thoughts or ideas in a sentence or to use when writing dates. Students
will learn when to use a comma and observe when it's included in dates and sentences that contain a list or series
of thoughts or ideas.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.2

Parts of Speech
Lesson 1: Mini-Lesson
All Kinds of Nouns uses Knuffle Bunny Free: An Unexpected Diversion by Mo Willems and the shared text "Bernie
the Elephant."
Rationale: Writers learn about parts of speech to inform the choices they make when sharing their ideas in written
and spoken form. Students will learn about nouns (or naming words), specifically discussing common nouns and
proper nouns.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1

Lesson 2: Interactive Read-Aloud
Let's Learn About Verbs uses If You Were a Verb by Michael Dahl and the shared text "Identifying the

Action:
Batter Up!"
Rationale: A verb is an action word. Writers use verbs to tell their readers what is happening. Students will learn
how to recognize verbs, how writers use them to show action, and the important role they play in sentences.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1

Lesson 3: Mini-Lesson
Let's Learn About Prepositions uses the shared text "My Birthday."
Rationale: Writers use prepositions to help readers understand their thoughts. They use them to make sentences
longer, to tell where and when something happened, and to add clarity to their texts. Students will practice identifying prepositions and prepositional phrases and will apply this knowledge to their own writing.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Lesson 4: Interactive Read-Aloud
Delightful, Descriptive Adjectives uses If You Were an Adjective by Michael Dahl.
Rationale: Writers use adjectives to describe the nouns they write about. Students will discover that adjectives describe nouns and make sentences come alive by creating images and evoking emotions for readers.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1

Lesson 5: Interactive Read-Aloud
Modifiers Let Us See Images uses Rain by Manya Stojic.
Rationale: A modifier is a word or phrase that acts like an adjective or an adverb. Modifiers spice up sentences with extra details. Students will notice how modifiers that are connected to the senses help readers "see" and "experience" a description.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1

Lesson 6: Mini-Lesson
Magnificent Modifiers uses Rain by Manya Stojic.
Rationale: Writers create sentences that will appeal to their readers. Students will continue to examine the use of
modifiers when listening or reading and then try them out in their own writing in order to make their sentences snappy.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Lesson 7: Mini-Lesson
Grammar Tips uses sample sentences to discuss adjectives, nouns, and verbs.
Rationale: Writers use interesting sentences to engage their readers. Students will continue to learn some basic rules and get some tips about how to construct an exciting, interesting sentence. Then they will practice using adjectives, nouns, and verbs correctly and effectively in their own writing.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1

Sentence Structure
Lesson 1: Interactive Read-Aloud
The Structure of Sentences uses My Big Brother by Valorie Fisher.

Rationale: A sentence has two basic parts: a subject and a verb. The subject is who or what the sentence is about.
The verb tells what the subject does. It is an action word. Students will learn how to identify subjects and verbs in
sentences.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Lesson 2: Interactive Read-Aloud
Clear Ideas and Interesting Structure uses My Garden by Kevin Henkes.
Rationale: Writers structure their stories so readers can follow and enjoy them. Some writers even use descriptive
lists to organize their writing. Students will discover how a list structure allows writers to explore and share a theme
in depth.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Lesson 3: Mini-Lesson
Sentences Make Sense! uses My Big Brother by Valorie Fisher and My Garden by Kevin Henkes.
Rationale: The power of conventional sentence structure can be seen in simple sentences that reflect a subject (noun) and the action (verb) that's linked to the subject. Students will notice this structure as well as how writers
vary their sentence lengths.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Lesson 4: Mini-Lesson
Telling a Story That Makes Sense uses My Garden by Kevin Henkes and the shared text "How to Take Care of a
Sunflower."
Rationale: Writers use a variety of story structures depending on the story they have to tell. One common way to
tell a story is to relate events in the order in which they happened. Students will work with a partner to tell a story
with a focused sequence and order.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Lesson 5: Interactive Read-Aloud
Joining Words Are Called Conjunctions uses Rain by Manya Stojic, Giraffes Can't Dance by Giles Andreae, and
the shared text "The Princess."
Rationale: Writers use conjunctions to link words, phrases, clauses, and sentences together. They also use them
to compare and contrast two parts of a sentence. Students will learn how to use one or more conjunctions in a sentence and recognize how conjunctions are used in the texts they read.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, W.1.3

Culminating Mini-Lesson
Culminating Mini-Lesson uses all of the mentor texts from the unit and a sample draft to edit.

Rationale: Writers adhere to grammatical structures and make conventional decisions when they write. Students
will remember that all sentences begin with a capital letter and end with an appropriate end mark; that every sentence has a subject (noun) and a verb in order to make it complete; and that in order to make sentences interesting, writers often use precise nouns, exciting adjectives, and powerful verbs.
Common Core State Standards: RL.1.1, RL.1.3, SL.1.1, SL.1.4, SL.1.6, L.1.1, L.1.2

Integration of Career Readiness, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will edit and publish wriitten work using computers in the computer lab.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Interdisciplinary Connections

English language grammar and writing conventions are necessary in all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored as deemed necessary.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Writing practice and worksheets

Teacher conferences

Teacher Observations

Benchmark Assessments

Writing Sample assessment given twice a year

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessments on grammar and writing conventions as developed in the units.

Teacher made assessments for grammar and writing conventions.

Instructional Materials

Schoolwide, Inc. "Grammar grade 1" teacher instructional unit

Mentor texts:

Mentor Texts
Giraffes Can't Dance
by Giles Andreae
How Are You Peeling?
by Saxton Freymann and
Joost Elffers
I Love My New Toy!
by Mo Willems
If You Were a Verb
by Michael Dahl
If You Were an Adjective
by Michael Dahl
Knuffle Bunny Free: An
Unexpected Diversion
by Mo Willems
My Big Brother
by Valorie Fisher
My Garden
by Kevin Henkes
Rain
by Manya Stojic
Read Anything Good Lately?
by Susan Allen and Jane
Lindaman
Shared Texts
"Bernie the Elephant"
"How to Take Care of
a Sunflower"
"Identifying the Action:
Batter Up!"
"My Birthday"
"The Princess"

Additional instructional worksheets and lessons as deemed needed by individuals and classes.

Smartboard tutorials

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.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.8	(Not applicable to literature)
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.SL.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).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
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.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
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.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.