Nov. SW Gr. 1 WRITING: How Writers Work

Content Area: **English**
Course(s):
Time Period: **November**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Text Type: Launching
This unit was created to introduce your students to writing workshop, to the writing process, and to getting to know why writers write in the ways they do. The mentor texts in this unit of study will help students think about what authors and illustrators are thinking and feeling when they write and draw. They will also encourage young students to notice how authors incorporate personal experiences, emotions, and details to enhance readers' experiences. In order for a writing workshop to run smoothly, students will need to know what is expected of them. Procedural conversations such as how writing workshop will function, what writing tools are and how they will be used, where these tools will be stored, and how students will discuss and share their ideas are also presented in this unit.

Enduring Understandings

Students will recognize that writers and illustrators pay attention to the world around them in order to connect their words to the illustrations and help their readers make the same connection.

Essential Questions

How do writers and illustrators make connections between the words and the illustrations and help thier readers make the same connection?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Do Writers and Illustrators Do?
uses I Am an Artist by Pat Lowery Collins.
Rationale: Students will recognize that writers and illustrators pay attention to the world around them in order to connect their words to the illustrations and help their readers make the same connection.

Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 2:
Writers Make Connections
uses I Like to Be Little by Charlotte Zolotow.
Rationale: Students will learn how writers write about experiences that capture emotions that their readers will connect with.
Common Core State Standards: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 3:
Tell Me About It!
uses PUDDLES by Jonathan London.
Rationale: Students will learn how writers tell stories with sensory details and emotions from beginning to end.
Common Core State Standards: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 4:
What Do Writers Write?
uses Written Anything Good Lately? by Susan Allen and Jane Lindaman.
Rationale: Students will identify various forms and functions of writing and reflect on what and why writers write.
Common Core State Standards: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 5:
Drawing Is Composing
uses Ish by Peter Reynolds.
Rationale: Students will discover how writers and illustrators have their own style and voice.
Common Core State Standards: W.1.1, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Mini-Lessons
Generating Ideas I: What's Worth Writing About?
uses I Like to Be Little by Charlotte Zolotow.
Rationale: Writers tell stories that celebrate who they are. Students will recall information from experiences that are
special to them and then celebrate these "special moments" with pictures and words.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.5, L.1.6

Generating Ideas II: Bringing Emotions Into Focus
uses Ish by Peter Reynolds.
Rationale: Writers often capture emotions that enable us to feel and experience events that define and shape our
lives. Students will identify with different emotions and recall when they felt them.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Generating Ideas III: Write What You Notice
uses I Am an Artist by Pat Lowery Collins.
Rationale: Writers look closely at the world around them. They pay close attention as they walk, listen, feel, search,
and see. Students will use their own observations to inspire creativity in their writing.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Selecting: Picking an Idea to Publish
uses Ish by Peter Reynolds and Written Anything Good Lately? by Susan Allen and Jane Lindaman.
Rationale: Writers determine which ideas they want to further develop and publish by considering the messages
they want to share with their readers. Students will reread and reflect on their work to determine which idea they
want to focus on, develop further, and publish.
Common Core State Standards: W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.5, L.1.6

Drafting: Plan Your Story
uses PUDDLES by Jonathan London.
Rationale: Writers consider the layout and organization of ideas when drafting. Students will plan out their stories
as they consider how to use pictures and words to match their thinking.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Revising: Reread, Reflect, Revise
uses all mentor texts from the unit and students' drafts.
Rationale: Writers always have their audiences in mind. They want to ensure that their writing is interesting and
engaging for their readers. Students will reread their drafts to make sure their writing is interesting and clear for their
readers.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,

L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Editing: Why and How We Edit
uses Written Anything Good Lately? by Susan Allen and Jane Lindaman and students' drafts.
Rationale: Writers use conventions of standard English grammar to make their writing easy to read and understand.
Students will reread their writing using an editing checklist as a guide.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Publishing: Creating an Inviting Cover Design
uses all mentor texts from the unit and students' final pieces.
Rationale: Writers consider how their final piece will look in order to make it attractive to their readers.
Students will
create covers that reflect their stories and that are attractive and inviting to their readers.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5,
SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Integration of Career Readiness, Life Literacies, and Key Skills

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

Students will learn how writers in the real world work and create.

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	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).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
P.4	Demonstrate creativity and innovation.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML	Information and Media Literacy
	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	Technology Literacy
	Digital tools have a purpose.
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 create finished, published writing along with illustrations, both digital and handcrafted.

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.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.

Interdisciplinary Connections

Mentor text and student choice for writing will create interdisciplinary connections for students individually.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current

	lives.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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.

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

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

Additional 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:

Discussion

Teacher Conferences

writing drafts

anecdotal records

Benchmark Assessments

Writing Sample administered 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:

Student Self-Reflection
uses students' published pieces and a self-assessment handout for students to complete.
Rationale: Reflective practices help us learn and grow as writers. A self-assessment instrument will help students
reflect on and understand how they have evolved and grown as writers.

Final writing pieces

Teacher made assessments

Instructional Materials

Schoolwide, Inc. writing unit "How Writers Work" instructional unit

Mentor Texts
I Am an Artist
by Pat Lowery Collins
I Like to Be Little
by Charlotte Zolotow
Ish
by Peter H. Reynolds
PUDDLES
by Jonathan London
Written Anything Good
Lately?
by Susan Allen and Jane
Lindaman

additional texts individualized for each student

Smartboard enhancements

Links and videos suggested in unit

Standards

CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and

	suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.1.1.b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.b	Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.L.1.1.f	Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.1.h	Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
CCSS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.2.c	Use commas in dates and to separate single words in a series.
CCSS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling

	conventions.
CCSS.ELA-Literacy.L.1.3	(Begins in grade 2)
CCSS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCSS.ELA-Literacy.L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.
CCSS.ELA-Literacy.L.1.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CCSS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.1.5.b	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).
CCSS.ELA-Literacy.L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CCSS.ELA-Literacy.L.1.5.d	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.
CCSS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).