

First Grade Writing Curriculum Overview

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **10 months**
Status: **Published**

First Grade Writing Curriculum

Statement Of Purpose:

The enclosed writing curriculum is intended for first grade students. This curriculum guide is designed to support students in developing a strong foundation for writing multiple types of genres through the New Jersey Student Learning Standards. Students will revisit and strengthen conventions of writing skills taught in Kindergarten. They will expand their knowledge of using punctuation marks, capital letters, and space between words. Additionally, they will reinforce and build on accurately writing words. This curriculum guide encourages students to utilize common classroom resources and skills as tools for writing, such as using the word wall and classroom name charts, that will help them plan and begin writing.

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Unit 1: Becoming First Grade Writers

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn writing conventions as well as organizational skills to prepare for a year of writing. This unit includes proper use of materials, review of sentence structure and punctuation rules. Students will learn how to write independently as they learn about each genre of writing.

Enduring Understandings

- Successful writers take care of their classroom materials.
- Successful writers utilize classroom resources.
- Successful writers use proper conventions of writing.
- Successful writers apply phonics skills to their writing.

Essential Questions

- How can writers respect classroom materials?
- How do authors end their sentences?
- How do authors begin their sentences?
- When is it appropriate to use a capital or lowercase letter?
- What classroom resources should writers utilize to think about foundational skills of writing?

Summative Assessment and/or Summative Criteria

- Teacher observation
- Participation in lessons
- Writing rubric to assess ability

Resources

- F&P The Writing Mini Lessons Book
- F&P Interactive Writing: How Language and Literacy Come Together K-2

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Respecting the Classroom 5 Days	<ul style="list-style-type: none"> • Understand that writing has a purpose • Recognize and point to distinctive features of letters • Recognize and use high-frequency words with one, two, or three letters • Understand that a word is made up of distinct letters • Recognize one's name • Use a capital letter at the beginning of one's name • Understand that writing has a purpose • Learn to take good care of classroom materials and supplies and return them independently • Find ways to problem solve 	<p>IW.2- Writing about our classroom (pgs. 114-115)</p> <ul style="list-style-type: none"> • Show the covers of books about school. • Talk about and plan what to write about the classroom community. • Write a title and text describing a classroom learning community. Share the pen. Engage others by having them make the letter in the air. • Finish writing the sentence and then reread it together. <p>IW.1- Making a name chart (pgs. 112-113)</p> <ul style="list-style-type: none"> • Talk about what you will write on the name chart. • Point to the child whose name comes first in alphabetical order. • Make a name chart. • Continue the process in alphabetical order. <p>MGT.U1.WML8- Take good care of classroom materials (pgs. 180-181)</p> <ul style="list-style-type: none"> • Discuss how the materials are organized in the writing center. • Provide time for students to demonstrate getting 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

	<p>independently</p> <ul style="list-style-type: none"> • Use the name chart and ABC chart as resources to help write 	<p>and returning materials.</p> <p>MGT.U1.WML7- Find ways to solve problems (pgs. 178-179)</p> <ul style="list-style-type: none"> • Help children think about when and why a student may ask for help. • Record ideas on an anchor chart. • Briefly discuss an emergency and that it's okay to interrupt if there is an emergency. • Invite students to act out scenarios and find ways to solve problems when they need help. <p>CNV.U3.WML1- Use the name chart and ABC chart to help you write words (pgs. 464-465)</p> <ul style="list-style-type: none"> • Model how to use the name chart and ABC chart to help children write words. • Invite children to turn and talk about using the name chart and ABC chart to write words in another sentence. 	
<p>Respecting Classroom Materials</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Learning routines for using markers, glue, and scissors • Learn a routine for beginning independent writing quickly and quietly • Learn how to work independently and build stamina during independent writing • Learn the routine of putting materials away at the end of writing time 	<p>MGT.U3.WML1&2- Take good care of markers and glue/ Using scissors carefully (pgs. 466-467/468-469)</p> <ul style="list-style-type: none"> • List procedures on how to use materials • Model behaviors for the students and select students to model for the class. <p>MGT.U2.WML1, 2, & 7- Get started on your writing quickly and quietly/ Draw and write until the end of writing time/ Return your writing materials where they belong (pgs. 186-187/188-189,198-199)</p> <ul style="list-style-type: none"> • List procedures on how to establish a routine for the beginning and end of independent writing • Build stamina and develop independence during independent writing 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

Conventions of Writing

10 Days

- Understand that writers put a period at the end of a statement.
- Understand that writers put a question mark at the end of a question to show that something is being asked.
- Understand that writers put an exclamation point at the end of a sentence to show something exciting or surprising.
- Understand the difference between upper and lowercase letters.
- Leave appropriate space between words and lines
- Write letters so that others can read the words.
- Understand that sentences begin with capital letters.
- Understand that names begin with a capital letter
- Understand that writers capitalize the important words in a title.
- Understand that the important events of a story happen in sequential order
- Say words slowly and listen for all the sounds.
- Clap syllables and listen for sounds to help them write words
- Understand that

CNV.U4.WML1, 2, and 3- Use a period/ Use a question mark/ Use an exclamation mark (pgs. 472-473, 474-475, 476-477)

- Notice the use of punctuation marks in books
- Develop an anchor chart modeling the use of each punctuation
- Allow students to try and apply each punctuation to their writing

CNV.U5.WML1- Capital letter vs. lower case (pgs. 480-481)

- Notice the distinctive features of letter forms
- Distinguish and talk about the differences between the uppercase and lowercase forms of a letter
- Develop an anchor chart modeling the use of uppercase and lowercase letters
- Allow students to try and apply uppercase and lowercase letters to their writing

CNV.U1.WML2 & 3- Leave space between words and lines/ Write letters clearly (pgs. 446-447, 448-449)

- Develop an anchor chart modeling the use of spaces between words and lines
- Develop an anchor chart modeling how to write letters and words that can be easily read
- Allow students to apply spaces to their writing and write letters clearly

CNV.U5. WML3, 2, & 4- Capitalize the first letter of the first word in a sentence/ Capitalize the first letter of a name/ Capitalize the important words in a title (pgs. 484-485, 482-483, 486-487)

- Teacher Observation/ Anecdotal Notes
- Student Writing Samples

every word has at least one vowel

- Develop an anchor chart modeling how to capitalize the first letter of the first word in a sentence
- Develop an anchor chart modeling how to capitalize the first letter of a name
- Develop an anchor chart modeling how to capitalize the important words in a title

IW.6- Making a story map (pg. 122-123)

- Prior to the lesson, read a book with a clear order of events. (ex: *The Giant Jam Sandwich*)
- Ask students to think about what happened and explain that we could show it in a story map.
- Plan a few sentences to write. Invite students to share the pen. Say each word as you write. Read the sentence together.
- Repeat the process to write two or three more sentences. Distribute paper and crayons to draw each of the events and add in the right order.

CNV.U2.WML1, 2, &3- Say words slowly to listen for all sounds/ Break words into syllables to write them/ Every word has at least one vowel (pg. 452-453, 454-455, 456-457)

- Display a picture card of a two-syllable word and clap out each word
- Allow students to work in pairs to clap syllables
- Develop an anchor chart modeling how each word has at least one vowel
- Allow students to work in pairs to listen to the sound in words and identify the letters that stand for those sounds
- Develop an anchor chart

		modeling how to use what you know about words to write new words	
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Standards

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.1.2	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.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.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.

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks

- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

Unit 2: Being Resourceful Writers

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

Section Title

Summary of the Unit

In this unit, students will learn how to use resources to enhance their writing and create their writing folders. This unit includes lessons to encourage students to utilize resources such as their word wall and writing folder. Students will begin to learn how to draw detailed pictures, think about an author's purpose for writing, and begin planning a memory story.

Enduring Understandings

- Successful writers will use writing folders to organize their work.
- Successful writers will use resources, such as a word wall, to help accurately write words and sentences.
- Successful writers draw detailed pictures to share ideas.
- Successful writers organize ideas for writing in a list.
- Successful writers think about their audience and purpose for writing.
- Successful writers write from personal experiences.

Essential Questions

- How can writers organize their work?
- What can a successful writer do when they are unsure of a word?
- How can a successful writer add details to their drawing?
- How does a successful writer think of ideas to write about?

Summative Assessment and/or Summative Criteria

- Teacher observation
- Participation in lessons
- Writing rubric to assess ability

Resources

- F&P The Writing Mini Lessons Book
- F&P Interactive Writing: How Language and Literacy Come Together K-2

Unit Plan

Unit 2

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>Using pictures in writing</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Learn how to create and keep an ongoing list of writing ideas. • Draw a self portrait with details. • Add realistic color to a self-portrait • understand that shapes can be used to draw people. • Understand that the background in a picture helps the reader understand the story. • Understand that the words tell 	<p>Create a Writing Folder- Students will create a writing folder for finished and unfinished work.</p> <p>MGT.U4.WML1- List your ideas for writing (pgs. 212-213)</p> <ul style="list-style-type: none"> • Display a prepared chart paper (similar to the “My Ideas for Writing” chart in each folder), drawing a quick sketch of an idea for writing. • Use the familiar book, <i>First Day Jitters</i>, to record the idea for writing inspired by the book. • Invite children to turn and talk about writing ideas and share on an anchor chart. <p>DRW.U1.WML1 &2- Draw your face and color your face so</p>	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

about what is happening in the pictures.

it looks like you (pgs. 318-319 & 320-321)

- Use this lesson to introduce independent writing/work time.
- Begin creating a self portrait using a black marker (students use pencil) focusing on features and shapes.
- Use a familiar book and have students notice the way the faces are drawn. Repeat with a different familiar book.
- Focus on facial shape and features to draw a self-portrait with the students, asking for suggestions.
- Use the same familiar books to focus on the color of characters and how you should make your portrait look like you.
- Invite children to look in a mirror/talk to a partner about the shapes they see.
- Students will create their own self portrait.

DRW.U2.WML1- Use shapes to draw people (pgs. 324-325)

- Use a mentor text to engage children in conversation about drawings of people. Select front facing examples.
- Have students notice the shapes that make up a character's body parts.
- Have students notice the shapes that make up a character's clothes.
- Invite children to turn and talk about drawing people.
- Remind students to use shapes when drawing people.

DRW.U2.WML3- Draw where your story takes place (pgs. 328-329)

- Use mentor texts with backgrounds in the

illustrations.

- Have students notice where the story takes place and how they know.
- Help students recognize that authors add details to the background of illustrations.
- Invite the children to turn and talk about an additional mentor text and share ideas on what they noticed in the background/setting.
- Invite students to draw a background in a previous drawing.

IW.4- Writing from a picture (pgs. 118-119)

- Use any photograph or picture from which children can generate ideas for writing.
- Display several picture books that have been read with the class.
- Notice how the pictures go along with the words in the story.
- Invite students to turn and talk about what they notice in the picture and what they could write about.
- Share the pen to write about a photograph or picture.
- Keep other students engaged by having them look for letters, punctuation, or writing in the air.

Using Classroom Resources to begin Writing

5 Days

- Understand that the word wall can help you write some words quickly and easily
- Understand that you can tell stories about what makes you special
- Understand that you can tell stories about things you have done.
- Understand that you can tell stories about places you don't want to forget.
- Understand that a story can be a "small moment" within a bigger memory.

CNV.U3.WML2- Use the word wall to help you write words (pgs.466-467)

- prior to lesson, a word wall should be set up and functioning.
- Show the picture and writing from IW.4 to add an additional sentence.
- Model using the word wall to help students write high-frequency words quickly and easily.
- Continue writing the sentence, pausing before any word that connects to a word on the word wall.
- Remind children that the word wall is one place to look when they need help writing words.

STR.U1.WML1- tell stories about yourself (pgs. 222-223)

- Use familiar stories to engage students in thinking about storytelling.
- Have students notice where the authors gathered their ideas for their stories guiding them to understand that the authors chose to write about things from their own lives.
- Model telling a personal story.
- Invite students to turn and talk to tell a story about something that makes them special.
- Summarize the learning reminding students that they can write about something that makes you special.

STR.U1.WML2- tell stories about things you did. (pgs.224-225)

- Use familiar stories to engage students in thinking about storytelling.

- Teacher Observation/ Anecdotal Notes
- Student Writing Samples

- Have students notice that the author may have used ideas from their own life in the book.
- Model telling a personal story about something you did.
- Invite students to turn and talk to tell a story about something they have done.
- Summarize the learning reminding students that they can write about something that they did.

STR.U1.WML3- tell stories about places you don't want to forget (pgs. 226-227)

- Use books that feature interesting settings and tell an authentic story.
- Notice what the book is about and what might be special about the story.
Example: In *Elizabethi's School*, the author tells a story about a place in Africa that is very special to her.
- Orally tell about an authentic place that is special to you.
- Engage students in conversation about using a special place to tell a story.
- Invite students to turn and talk about places they want to remember.

IW. 8- Writing a Memory Story (pgs. 126-127)

- Show a familiar text about having a memory of something and encourage students to think about writing a book that tells about a memory we have.
- Engage students in specific talk to decide what to write about the whole class memory.
- Use students' suggestions and ask several students to

contribute a word or letter
to the class writing.

- Reinforce that a story can
be a “small moment”.

Planning Your Writing

5 Days

- Notice the techniques that writers use to make their writing interesting.
- Understand that writers have a purpose for writing
- Understand that writers think about their intended audience
- Understand that writers choose what type of writing to do.
- understand that writers generate ideas for stories from memories that are important to them.

IW.9- Studying an Author’s Purpose (pgs. 128-129)

- Display several books by a single author, such as Kevin Henkes.
- Invite students to think about how the author makes their writing interesting such as repeating words and sentences and styling print in bold and italics.
- Help students think of simple sentences to describe the author’s techniques.
- Invite several students to share the pen while noticing the author’s techniques.

WPS.U1.WML1- Think about your purpose (pgs. 492-493)

- Use familiar texts (including class-made writing)
- Think about the reasons the authors decided to write each book. Repeat for several books guiding students to understand that some authors write to tell a story or to give information.
- Begin a two-column chart to *Tell a Story* in the first column and *To Give Information* in the second column.
- Organize familiar books into the two-column chart inviting students to turn and talk about each text.

WPS.U1.WML2- think about your audience (pgs. 494-495)

- Use mentor texts as examples and interactively model the process to think about a writer’s intended audience.
- Show several titles posing the question, “When this author wrote this book,

- Teacher Observation/ Anecdotal Notes
- Student Writing Samples

who do you think they expected to read the book?”

- On chart paper, start a list of ways to consider the audience when writing. Prompt students to think about how to help the audience read their writing.
- Invite students to turn and talk about how they would write for different audiences.
- Allow students to share ideas and add them to the anchor chart.

WPS.U1.WML3- Think about the kind of writing you want to do. (pgs. 496-497)

- Flip through a familiar book encouraging students to think about what some things the author might have thought about before writing.
- Guiding questions: *What topic did they want to write about? What was the purpose, or reason? Whom did they want the reader to be?*
- Repeat with another familiar text.
- Guide the students through the process of deciding the type of writing to do recording student responses on chart paper.
- Summarize the learning by encouraging students to think about topics, a purpose for writing, and the audience they are writing for.

MBK.U3.WML1- Make a list of stories you remember (pg. 272-273)

- Use familiar stories to demonstrate that authors write stories to tell about their own memories.

		<ul style="list-style-type: none"> • Focus on one small moment in each familiar story. • Show a prepared “Ideas for Memory Stories” chart. Encourage students to think about a memory, sketch, and write about a few small moments related to that memory. • Turn and talk about one small moment. • Summarize the learning and have the students make a list of story ideas. 	
<p>Creating Your Memory Story</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Understand how to plan what to put on each page. • Understand to tell the important events in a story orally to an audience. • Learn to keep writing organized within a writing folder. • Understand that the pictures and writing in a story occur in chronological order. • Understand how to write titles using approximated writing on the front cover of books. 	<p>MBK.U1.WML3- Plan what to put on each page. (pg. 256-257)</p> <ul style="list-style-type: none"> • To help students plan what to write on each page of a book, use familiar books to show how the authors tell about one part of a story on each page. • Model telling a story using your fingers to indicate the parts. As you tell the story, refer to a page in a blank book for each part. • Invite students to tell a story across their fingers to a partner. • Summarize the learning by discussing the steps together and write them on an anchor chart. <p>MBK.U3.WML2- Tell a story you remember (pg. 274-275)</p> <ul style="list-style-type: none"> • Revisit the class writing about a memory from IW.8 • Display the chart completed with teacher and student story ideas • Choose one of the story ideas and tell a story modeling how you can tell it across your fingers. Use prompts such as “<i>The first think that happened is _____.</i>” “<i>Then, _____</i>” “<i>Next, _____</i>” “<i>After that, _____</i>” “<i>At the end, _____</i>” 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

- Invite students to turn and talk about what they understood from your memory story.
- Give students time to tell a story independently.

MGT.U2.WML3- put your writing in your writing folder. (pg. 190-191)

- Engaged students in a short demonstration of using a writing folder.
- Encourage discussion on why it is important to keep writing organized and how students can keep their writing organized.
- Have students notice the pockets of the folders (unfinished VS finished side).
- Invite students to turn and talk with a partner about how they will put away their writing.
- As students continue writing their memory stories, encourage students to organize their writing at the end of writing time.

MBK.U3.WML3- Draw and write your story in the order it happened. (pg. 276-277)

- Use familiar stories and an original story to engage students in thinking about chronological order.
- Guide the conversation about the sequence of events in the book, using a few prompts about beginning, middle, and end.
- Invite students to turn and talk to a partner about their memory stories and the order that it happened. Share responses.
- Allow students to continue their memory stories in chronological

		<p>order.</p> <p>MBK.U2.WML1- Write a title on your cover (pg. 264-265)</p> <ul style="list-style-type: none"> • Use several familiar texts to start discussions about book titles. • Identify each title and revisit what each book was about. • Decide, as a class, if each title was good for each familiar book. • Using the memory story from IW.8, come up with a title as a class. • Invite students to turn and talk about what a good title might be for their own memory stories. 	
<p>Revising and Editing Writing</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Understand when a book is finished and when to start another one. • Understand how to add details to a drawing. • Reread writing to check for space between words so the reader can understand the message. • Reread writing to check for correct letter and orientation so the reader can understand the message. • Reread writing to check for correct spelling so the reader can understand the message. • Understand that writers find it helpful to talk about their writing with another person. 	<p>MBK.U1.WML5- Decide when your book is finished. (pg. 260–261)</p> <ul style="list-style-type: none"> • Use the book you have created to demonstrate thinking about whether a book is finished. • Guide students to think about what might be missing. • Show a sample from the class. Ask students, <i>how can the classmate decide if their book is finished?</i> • Encourage students to return to their independent writing and decide if they are finished or what they could add. <p>WPS.U4.WML1- Add details to your drawing. (pg.518-519)</p> <ul style="list-style-type: none"> • Begin create an anchor chart called “Adding Information” • Show an illustration from a familiar book and ask students what they notice about the illustration and what details the illustrator included in the picture. • Demonstrate thinking about how to add details to a book you wrote while adding a detail to the 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

illustrations of the teacher made text.

- Invite students to turn and talk to a partner about their drawings from their memory stories.
- Encourage students to add details to their drawings during independent writing time.

WPS.U6.WML1 & 2- make sure there is space between your words and make sure your letters are easy to read. (pg.540-541 & 542-543)

- Provide examples of mentor texts with proper spacing in between words and lines, and with correct letter formation and orientation.
- Guide a conversation to help students understand that there are spaces in between words and lines. Emphasize the space with highlighter tape.
- *How can you tell where one word ends and the next word begins?*
- *What do you notice about how the letters are written?*
- Show the class made writing and repeat the process.
- Create an anchor chart of a “Proofreading Checklist” adding *Make sure there is space between your words* and *Make sure your letters are easy to read.*
- Encourage students to check their memory stories during independent writing time.

WPS.U6.WML3- write the words you know correctly. (pg. 544-545)

- Display mentor texts with examples of proper spellings of words that the

students know. Model how writing can be corrected when words they know are spelled incorrectly.

- Use a familiar text and have students look for words they know in the text. Guide the conversation to help students understand that words are spelled the same way each time they are written.
- Model how to cross out a word and rewrite it above when correcting the spelling.
- Remind students to use the word wall and other sources.
- Add to the proofreading checklist that was made in the previous minilesson.
- Encourage students to proofread their own writing during independent writing time.

MGT.U2.WML5- Talk with your teacher about your writing (pg. 194-195)

- Engage students in a short demonstration of how to talk about their writing.
- In advance, select a child who is willing and able to talk about their writing in front of the class.
- During the demonstration, ask the student to read their writing. While they are reading, model some of the language that will be used to support the writers in your classroom.
- Invite students to turn and talk about what they observed from the demonstration.
- Encourage students to talk about their writing during independent writing time.

	under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA.L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.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.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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.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.
ELA.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.
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.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.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.

- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

Unit 3: Being Unique Writers

Content Area: **Language Arts**
Course(s):
Time Period: **1st Trimester**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will develop unique ways to begin writing stories. Students will learn how to add dialogue and speech bubbles to enhance their writing. This unit includes lessons to encourage students to add talking to their writing, provide students with different ways to begin writing books, introduce students to writing letters, and give students the opportunity to celebrate their writing. Students will begin to learn how to make their writing unique and add more details.

Enduring Understandings

- Successful writers will add dialogue to their writing.
- Successful writers will add speech bubbles to their writing.
- Successful writers begin their books in different, unique ways.
- Successful writers can share information through letters.
- Successful writers can celebrate their writing.

Essential Questions

- How do successful writers show talking in their books?
- What are some ways successful writers begin their books?
- How do successful writers write letters?
- How do successful writers celebrate their writing?

Summative Assessment and/or Summative Criteria

Teacher observation, participation in lessons and writing rubric to assess ability

Resources

- F&P The Writing Mini Lessons Book
- F&P Interactive Writing: How Language and Literacy Come Together K-2

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>Adding Details and Talking to Writing</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Add colors to drawings to convey a certain tone or feeling to the pictures. • Add motion or sound lines to show something moving or making noise in a picture. • Speech bubbles show what the characters are saying. • Add speech bubbles to show talking and thought bubbles to show thinking. 	<p>DRW.U3.WML1- Use colors to show a feeling (pg. 336-337)</p> <ul style="list-style-type: none"> • Use familiar texts to engage students in a conversation about what they notice in illustrations. • Create an anchor chart and add their noticings. • Use a mentor text, with no color, to ask students how to add color to the illustration. (turn and talk) • Invite students to add color to their illustrations during independent writing time. <p>DRW.U3.WML2- Draw motion or sound lines to show something moving or making noise (pg. 338-339)</p> <ul style="list-style-type: none"> • Use familiar texts to engage students in conversation about what they notice in illustrations about motion and sound. • Create an anchor chart and add their noticings. • Sketch images on the anchor chart adding 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

the sound and motion lines.

- Invite students to add motion and sound lines to their illustrations during independent writing time,

IT.10- Writing with speech bubbles (pg. 130-131)

- Revisit several Mo Willems books and show pages with speech bubbles.
- Engage students in a conversation about how Mo Willems shows talking in his books.
- Plan how to add speech bubbles to a child's writing.
- Share the pen with several students to add speech bubbles to writing.

CFT.U2.WML1- Show talking with speech bubbles. Show thinking with thought bubbles (pg. 372-373)

- Use the class writing from IW.10 to engaged students in an inquiry-based lesson
- Use *I am Invited to a Party!* and *Don;t Let the Pigeon Drive the Bus* to engage students in noticing how Mo Willems makes speech and thought bubbles.
- Engage students to identify the differences between speech and thought bubbles.
- Show and read a prepared anchor chart. Allow students to turn and talk to think about how we can add speech and thought

		<p>bubbles.</p> <p>CFT.U6.WML1- Choose words to match a sound (pg. 406-407)</p> <ul style="list-style-type: none"> • Engage students in noticing the sound words that authors use. • Use familiar texts and ask students to turn and talk about the words the author used. • Look at more familiar texts to notice other sound words. Create a anchor chart of the sound words the students share from the familiar texts. • Allow students to turn and talk about sound words. • Invite students to add sound words to their writing. 	
<p>Ways to start a book</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Understand that writers can begin a book with someone talking. • Understand that writers can begin a book with a feeling. • Understand that writers can begin a book with a description of where something happened. • Understand that writers can begin a book with a question. • Understand that writers can begin a book with an interesting fact. 	<p>CFT.U4.WML1- Start your book with talking (pg. 386-387)</p> <ul style="list-style-type: none"> • Use familiar books to engage students in noticing that a book can start with someone talking. • Repeat with several books. • Invite students to turn and talk about starting a book with talking-record suggestions on chart paper. • Summarize learning and invite students to begin a book with someone talking. <p>CFT.U4.WML2- Start your book with a feeling (pg. 388-389)</p> <ul style="list-style-type: none"> • Use familiar books and modeling to engage students in noticing that a book can start with a 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

feeling.

- Repeat with several books.
- Invite students to turn and talk about starting a book with a feeling-record suggestions on chart paper.
- Summarize learning and invite students to begin a book with a feeling.

CFT.U4.WML3- Start your book by describing where something happens (pg. 390-391)

- Use familiar books and modeling to engage students in noticing that a book can start with a description of where something happened.
- Repeat with several books.
- Invite students to turn and talk about starting a book describing where something happened- record responses on chart paper
- Summarize learning and invite students to begin a book describing where something happened

CFT.U4.WML4- Start your book with a question. (pg.392-393)

- Use familiar books and modeling to engage students in noticing that a book can start with a questions
- Repeat with several books.
- Invite students to turn and talk about starting a book with a question- record suggestions on chart

		<p>paper.</p> <ul style="list-style-type: none"> Summarize learning and invite students to begin a book with a questions <p>CFT.U4.WML5- Start your book with an interesting fact. (pg.394-395)</p> <ul style="list-style-type: none"> Use familiar books and modeling to engage students in noticing that a book can start with an interesting fact. Repeat with several books. Invite students to turn and talk about starting a book with an interesting fact- record suggestions on chart paper. Summarize learning and invite students to begin a book with an interesting fact.. 	
<p>Writing Letters 10 Days</p>	<ul style="list-style-type: none"> Understand that writing can communicate a message to an audience. A letter can express an opinion. Understand that there are different types of letters and that friendly letters have a conversational tone. Understand that a letter includes the name of the sender and the receiver. Understand that letters include important information. 	<p>IW.13- Making kindness signs (pg. 136-137)</p> <ul style="list-style-type: none"> Display books previously read about kindness. Talk about messages students could write on kindness signs. Write kindness signs as a class-share the pen. Keep other students engaged by writing letters and words in the air. Read and revisit the kindness signs created. <p>IW.25- Writing a letter (pg.160-161)</p> <ul style="list-style-type: none"> Introduce the idea of writing a letter to share an opinion. Talk about what to write in a class letter- allow students to turn 	<ul style="list-style-type: none"> Teacher Observation/ Anecdotal Notes Student Writing Samples

and talk

- Write the letter- share the pen
- Keep other students engaged by writing letters and words in the air.
- Read and revisit the class letter created.

CFT.U8.WML1- Write a letter to someone (pg. 422-423)

- Provide examples of different form of friendly letters and identify similarities in the letters.
- Begin a list on chart paper of reasons people write letters.
- Invite students to turn and talk about an idea they have for writing a letter- share ideas.
- Summarize learning and invite students to begin writing a letter during independent writing.

CFT.U8.WML2- Write your name and the name of the person you are writing to in the letter (pg. 424-425)

- Help students understand that letters include the names of both the sender and the receiver.
- Show a letter reading the greeting and signature line (including the class writing from IW.25).
- Invite students to turn and talk about including the names of both the sender and the receiver in a friendly manner- share whose names the students will include.
- Summarize the

		<p>learning, reminding students to include a greeting and a closing in their letters.</p> <p>CFT.U8.WML3- Write the important information in your letter.</p> <ul style="list-style-type: none"> • Help students understand that letters include important information- use model letters. • Ask students to discuss the letters, add highlighter tape to words that help students identify and recognize the important information that is included. • Invite students to turn and talk about including the important information in a friendly letter. • Summarize the learning and invite students to include important information in their friendly letters 	
<p>Celebrate Writing</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Apply writing techniques to holiday writing • Choose books to celebrate and prepare to share with an audience. • Learn different ways to “publish” a piece of writing and make it accessible to others. • Identify and celebrate trying new writing techniques. 	<p>Holiday Writing</p> <p>WPS.U7.WML1-Get ready to share a book or poem you want to celebrate. (pg. 548-549)</p> <ul style="list-style-type: none"> • To help students think about the learning principle, share why you have chosen to celebrate a particular book and help them generate a list of criteria for evaluating pieces to share • Begin a list of how to get ready for sharing a piece of writing. • Invite students to turn and talk about a book or poem they would like to celebrate • Summarize the 	

learning and invite students to get ready to share a book or poem.

WPS.U7.WML2- Make your book or poem ready for others to read (pg. 550-551)

- Engage students in a discuss about different ways to make their books and poems accessible to other people.
- Display example book and draw attention to the cover
- Add to an anchor chart ways of getting work ready to share
- Invite students to turn and talk about how they would like to make their books and poems ready for others to read

WPS.U7.WML3- Celebrate something new you tried (pg. 552-553)

- Engage students in talking about trying new techniques in their writing and illustrating
- Display student work selected before class and record things students have tried in their writing and illustrating
- Invite students to turn and talk about something new they tried in their writing and illustrating
- Summarize the learning and remind students to celebrate new techniques they have tried

ELA.L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
ELA.L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.1.2	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.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.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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.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.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.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks

- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts

Cross Curricular/21st Century Connections

- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish

responsibilities, and fulfill roles of authority.

- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

Unit 4: Becoming Nonfiction Writers

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Trimester**
Length: **8 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn that writing can be used to share information. This unit includes learning how to gather information about a topic that will keep the reader interested. Students will have the opportunity to write one of each of the following: an All-About book, a Question-and-Answer book, and a How-to book.

Enduring Understandings

- Nonfiction writers learn about a topic, gather information, and put it in their own words
- Nonfiction writers use All-About books, Question-and-Answer books, and How-to books to teach their readers something
- Nonfiction writers edit their work to make sure their writing makes sense
- Nonfiction writers add text features to their writing for their readers

Essential Questions

- How can nonfiction writers learn about a topic, gather information, and put it in their own words?
- How can nonfiction writers use All-About books, Question-and-Answer books, and How-to books to teach their readers something?
- How do nonfiction writers edit their work to make sure their writing makes sense?
- How do nonfiction writers add text features to their writing?

Summative Assessment and/or Summative Criteria

Teacher observation, participation in lessons and writing rubric to assess ability

Resources

- F&P The Writing Mini Lessons Book
- F&P Interactive Writing: How Language and Literacy Come Together K-2

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>Writing an All-About book</p> <p>7 Days</p>	<ul style="list-style-type: none"> • Learn the characteristics of an all-about book • Listen for and record the letters that represent consonant digraphs • Hear and identify long vowel sounds in words and the letters that represent them • Understand that you can make a book to tell what you know about something • Understand how to research a topic and put information in your own words • Understand that every page in a book is related to the same topic • Understand different ways writers get readers interested in a topic • Use other illustrators' pictures to get ideas for adding details • Learn how to draw diagrams to give information 	<p>IW.14- Writing an All-About book (pgs.138-139)</p> <ul style="list-style-type: none"> • Display nonfiction books that you have read aloud. • Plan what to write on page 1. • Write the text for the all-about book. Share the pen. Engage others by having them make the letter in the air. • Finish writing the sentence and read the sentence together. Continue with the rest of the sentences on this page and additional pages. <p>MBK.U5.WML1- Make an All-About book (pg.294-295)</p> <ul style="list-style-type: none"> • Show the cover and a few pages of a nonfiction book. • Ask what the author tells all about. Record the topic on chart paper. Repeat with another nonfiction book. • Invite children to partner talk about their ideas for writing. Summarize the learning and add additional topic ideas on the chart. <p>MBK.U5.WML3- Learn about your topic and put the information in your own words (pg.298-299)</p>	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

- Model researching a topic, taking notes, and writing the information in their own words.
- Read a paragraph from a nonfiction book aloud. Pause regularly to take notes on chart paper. Rewrite information in your own words.
- Invite children to partner talk about how to put information in their own words. Invite several pairs to share.
- Summarize the learning and remind children to research their topic and put the information in their own words.

MBK.U5.WML2- Write about the same topic on every page (pg.296-297)

- Show the cover of a familiar all-about book. Read the title. Show several pages.
- Invite children to share what all the pages are about. Ask children to notice that all the pages give information about the same topic and all the pages are about that topic. Record responses on chart paper.
- Summarize the learning and remind children to write about the same topic on every page of their all-about books.

MBK.U5.WML4- Think about how to get your reader interested (pg.300-301)

- Show the cover and the first few pages of a nonfiction book. Ask how the author gets you interested in this book. Record children's responses on chart paper.
- Draw children's attention to some of the

fun facts or illustrations included in the book.

Add responses to chart.

- Invite children to partner talk about how the author gets readers interested in a topic. Add responses to chart paper.
- Summarize the learning and remind the children to think about how to get their readers interested in their topic.

DRW.U4.WML2- Look at pictures in books and try to include some of the same ideas (pg.348-349)

- Show an illustration in a nonfiction book and demonstrate drawing some of the same details in your own drawing.
- Invite children to partner talk about what else can be added to the drawing.
- Complete the drawing using the children's suggestions.

DRW.U4.WML3- Draw diagrams to give information (pg.350-351)

- Use mentor texts to demonstrate how diagrams can be used to give information.
- Explain that a diagram is a simple picture that shows how something works or shows the parts of something. A diagram usually has both pictures and words.
- Use the drawing from WML2 and label the diagram. Remind children that they can use diagrams in their own nonfiction books.

Adding Text Features to Books

3 Days

- Understand that headings tell the reader what to expect from the section of text
- Understand that sidebars give extra information about the topic
- Understand that writers include a table of contents as an organizational tool for the reader

CFT.U7.WML1- Use headings to tell what a part is about (pg.414-415)

- Use a familiar nonfiction text that includes headings.
- Explain that a heading is usually bigger than the other words on the page and may be a different color. Explain that the heading tells you what the part or page is about.
- Show the class all-about book and invite students to share ideas about adding a heading to one page. Discuss how the heading will help the reader. Explain that children can add headings in their own nonfiction books.

CFT.U7.WML2- Use sidebars to give extra information (pg.416-417)

- Use a familiar nonfiction text that includes a sidebar.
- Explain that a sidebar gives extra information about the information on the page.
- Show the class-written text from IW.14. Invite students to share ideas about adding a sidebar to one page. Demonstrate writing a sidebar and adding it in the book. Explain that children can add sidebars in their own nonfiction books.

CFT.U7.WML3- Make a table of contents for your book (pg.418-419)

- Use a familiar nonfiction text that includes a table of contents. Engage children in noticing the characteristics and

- Teacher Observation/ Anecdotal Notes
- Student Writing Samples

purpose of a table of contents.

- Explain that a table of contents is always at the beginning of the book.
- Display the class-written text from IW.14. If the pages are not numbered, add page numbers.
- Create a table of contents. Explain that children can add a table of contents in their own nonfiction books.

Deleting and Organizing Writing

5 Days

- Understand that writers use connecting words (e.g., and, but, so, because, before, after) to add information to improve their writing
- Understand that adding pages to a book gives more information to readers
- Understand that writers cross out words that do not fit or make sense
- Understand that writers remove pages that do not fit or make sense
- Understand that writers reread their writing to be sure the order makes sense

WPS.U4.WML4- Use connecting words to add information (pg. 524-525)

- Use familiar texts to engage in a discussion about using connecting words to add to their writing. Show an example using the word *and*, *but* or *so*.
- Have children look at the writing from IW.8. Demonstrate using a caret to add the connecting word and the new information.
- Add the principle to the chart from WML1-3.

WPS.U4.WML5- Add a page to give more information (pg. 526-527)

- Use a previously written book to engage children in the idea around revising a book by adding pages.
- Encourage discussion and thinking about what can be added to give more information. Ask children to think about anything they are wondering about. Explain the writers add pages whenever more information is needed so the readers know every important thing happening in the story.
- Have students partner talk about where they could add a new page to their own books. Add the principle to the chart from WML 1-4.

WPS.U5.WML1- Cross out a word that does not fit or make sense (pg. 530-531)

- Demonstrate rereading a piece of class writing to determine if there are parts that do not make sense. Attach a cover and first page to chart paper so everyone can

- Teacher Observation/ Anecdotal Notes
- Student Writing Samples

see.

- Reread the cover and the first page including the extraneous word. Guide children to notice the word that does not make sense. Reread again modeling how to cross out the part that should be deleted. Read the sentence correctly, skipping the crossed out word.
- Invite children to use the same procedure in their own writing. Save sample book for WML2. Write principle at the top of chart paper.

WPS.U5.WML2- Take out the page that does not fit or make sense (pg. 532-533)

- Read a familiar text and discuss how the pages all fit and make sense. Read a few pages and discuss how all the pages relate to the topic of the book.
- Read each page of the sample book attached to chart paper. Encourage children to partner talk about how one of the pages does not make sense. Remove or cover the page. Write the principle at the top of chart paper.

WPS.U5.WML3- Read your writing to make sure the order makes sense (pg. 534-535)

- Read a familiar text and discuss how the order of events makes sense. Encourage children to notice that the author wrote the events in the order they took place. Invite children to partner talk about the order of the pages in

		the sample book on chart paper.	
<p>Writing a Question-and-Answer Book</p> <p>6 Days</p>	<ul style="list-style-type: none"> • Be able to capitalize and punctuate sentences • Recognize ending consonant sounds and the letters that represent them • Understand that question-and-answer books have one of two kinds of questions • Write a repeating question to explore one kind of question-and-answer book • Generate ideas for different questions and write at least two questions about a topic • Use resources to find answers to questions for their books • Understand that writers choose the kind of book they want to make and decide where to write the information on the pages 	<p>IW.15- Writing a Question-and-Answer book (pg.140-141)</p> <ul style="list-style-type: none"> • Use the book <i>What Do You Do With A Tail Like This?</i> to review a question-and-answer book. Invite thinking around writing a question-and-answer book about animal parents and their babies. Begin writing and invite several children to share the pen. • Say the question with children. Review that a sentence begins with a capital and many question words begin with <i>wh</i>. Finish the sentence and assist children in identifying that a question mark is needed. • Continue writing as many pages as children can manage. Invite them to clap multisyllable words and share the pen to write periods and question marks and word parts like <i>er</i>, <i>wh</i>, <i>ee</i>, and <i>ir</i>. <p>MBK.U6.WML1- Notice the kinds of questions in question-and-answer books (pg.304-305)</p> <ul style="list-style-type: none"> • Show the covers of two familiar question-and-answer books, one in repeating question format and one in different question format. • Write on chart paper Repeating Question with a definition and the question. Ask children to notice the question that the author asks again and again. It 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

is repeating. Record similar information about Different Questions on the chart.

- Invite children to partner talk about question-and-answer books. Ask children to share ideas. Write the principle at the top of chart paper.

MBK.U6.WML2- Write a repeating question for your topic (pg.306-307)

- Use text examples to help children make a list of some sample repeating questions that might be used in their question-and-answer books.
- Begin a list on chart paper. Model how you might use a repeating question for a topic. Add to the chart using generic forms of repeating questions.
- Invite children to partner talk about repeating questions in question-and-answer books. Ask a few children to share ideas. Add to the chart. Write the principle at the top of chart paper.

MBK.U6.WML3- Write different questions for your topic (pg.308-309)

- Use text examples to help children make a list of some sample different questions that might be used in their question-and-answer books.
- Guide children to notice that each question is different. The questions do not repeat. Think aloud as you come up with a new question for a mentor text. Use an

idea from something the class has already learned about. Reread the class-made question-and-answer book from IW.15.

- Invite children to partner talk about different questions in question-and-answer books. Ask a few children to share ideas. Add to the chart. Write the principle at the top of chart paper.

MBK.U6.WML4- Find answers to questions you don't know (pg.310-311)

- Use text examples to help children think about how writers find answers to questions they have. Guide children to understand that the author could look in books to learn facts before writing the book. Begin a list on chart paper. Help child identify other ways to find information. Add to the chart list.
- Invite children to partner talk about different questions in question-and-answer books. Ask a few children to share ideas. Add to the chart. Write the principle at the top of chart paper.

MBK.U6.WML5- Write a question-and answer book (pg.312-313)

- Encourage children to decide on a topic and format for a question-and-answer book. Provide interactive lesson to show options for where to place the information on the pages of their book.
- Revisit the class-made question-and-answer book from IW.15. As

		<p>children provide ideas, begin making a new page for the book. Guide conversation to help children think about where to place the question and answers. Use a new chart paper and lay the page out differently.</p>	
<p>Making Pictures Interesting</p> <p>2 Days</p>	<ul style="list-style-type: none"> • Understand that writers and illustrators use lift-the-flap, cut-out, and pop-up features to make books fun to read • Understand that color in pictures help the reader understand more about the story 	<p>DRW.U5.WML1- Make your books fun to read (pg.354-355)</p> <ul style="list-style-type: none"> • Use mentor texts to show children techniques for making books fun to read, such as lift-the-flap, fold-out, cut-out, and pop-out features. • Attach one of each example to chart paper. • Have children partner talk. Invite a few to share. Remind students that they can add a special feature to their own books. <p>DRW.U2.WML4- Add color to your picture (pg.330-331)</p> <ul style="list-style-type: none"> • Use mentor texts to engage inquiry around color and then demonstrate adding color to a drawing. • Display a black line drawing. Invite children to decide what colors to add to the illustration, including skin, clothing, and background. • Invite children to partner talk about what colors they will use for an illustration. Remind children to think carefully about what colors they will use to add color as they draw pictures for their books. 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples
<p>Writing a How-To Book</p> <p>9 Days</p>	<ul style="list-style-type: none"> • Be able to use word parts to write new words • Be able to say 	<p>IW.21- Writing a How-To book (pg.152-153)</p> <ul style="list-style-type: none"> • Display some books about plants that have 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing

words slowly to hear and write a letter that represents the beginning, middle, or final consonant sound

- Be able to write known words quickly
- Be able to think of ideas for making a how-to book
- Learn that words and pictures help readers understand how to do something
- Be able to put the steps in a set of directions in the right order and write the number for each step
- Understand that sometimes writers include a list of materials needed to complete the instructions in the how-to book
- Be able to organize writing so that similar ideas are grouped together
- Be able to add details to your drawings to give information about the people or places in the story
- Understand that labels can tell more about a picture
- Be able to write an author page to share information about yourself

already been read.

Explain that when we write how-to books, we list the materials and the steps that are needed to teach others how to plant seeds.

- On the first page, write Materials and read aloud. Invite children to share the pen and list materials needed for planting seeds. Guide volunteers to listen for and write sounds they hear. Have children continue until all the materials are listed.
- In a similar manner, write each step on a new page, inviting children to write HF words and letters to represent each sound.
- Read aloud the how-to book together, pointing under each word. Summarize the lesson and explain that children can write their own how-to book about anything they know how to do.

MBK.U4.WML1- Make a book to teach something (pg.284-285)

- Show the cover and pgs. 28-29 of *From Seed To Plant*. Engage children in conversation about how this book teaches the reader how to plant and grow bean plants.
- Repeat with the class-made book from IW.21 and other how-to examples. Ask children what they could teach a reader with a how-to book. Ask for volunteers and record their ideas next to their names on chart paper.
- Invite children to

partner talk about making how-to books. Ask for volunteers to share and add new ideas to the chart. Write the principle at the top of the chart to summarize the learning. Have children begin making a how-to book during writing time.

MBK.U4.WML2- Write words and draw pictures to show the order of what to do (pg.286-287)

- Show the class-made how-to book from IW.21. Revisit the book *Boomer's Checkup* and discuss how the writer tells how to give a dog a checkup in order.
- Explain how we will use the order of events in *Boomer's Checkup* to make a how-to book. Explain that before you can make or do something you must gather materials. Discuss what we should write and draw on the first page as the first step.
- Continue for the next steps. Invite children to discuss if the steps are in order and the steps are clear.
- Write the principle at the top of chart paper.

MBK.U4.WML3- Write a number for each step (pg.288-289)

- Show the anchor chart/ how-to book from the previous lesson. Start with step one and ask what number they would use to number the first step.
- Continue asking children to identify which number to add to each step.

- Encourage children to partner talk about how writers can help the reader by using numbers. Rename the anchor chart with this new principle.

MBK.U4.WML4- Make a list of materials (pg.290-291)

- Show a recipe and point out the list of ingredients. Revisit pgs. 15-16 of *Plant Packages*. Explain that this book shows how to grow a pumpkin patch but does not list the materials needed.
- Encourage conversation about why it is helpful to have a list of items needed. Invite children to partner talk about what materials would be needed.
- Use the children's suggestions to make a list of materials on chart paper. Write the principle at the top of the chart paper.

WPS.U5.WML4- Group similar items together (pg,536-537)

- Use familiar nonfiction texts to discuss how authors group similar ideas together. Read pgs. 8-9 and discuss what the pages are about. Repeat this process with pgs. 10-11. Repeat the process with another book.
- Show children an example that you put together ahead of time. Invite children to partner talk about whether similar ideas are grouped together. Have children identify the sentence out of place. Circle the sentence then cut the

text and tape it in the correct spot.

- Add the principle to the top of the chart paper and summarize the lesson.

DRW.U3.WML3- Add details to your drawings to give information (pg.340-341)

- Show the cover of *Dear Juno*. Ask children to identify details that they notice. Ask what the details tell us. Repeat the process with other detailed illustrations in this book and other books.
- Encourage discussion about how illustrators think about how to draw illustrations so their readers will understand the story.
- On chart paper, use sticky notes to label *Place* and *People* examples. Explain that some details tell more about places in the story and some tell more about people. Add the principle to the top of the chart paper to summarize the learning.

MBK.U1.WML4- Write labels on your pictures (pg.258-259)

- Use familiar books to show how the author uses labels to tell more about a picture. Display *Monster ABCs*. Read several pages and point out the labels. Repeat the process with pgs. 18 and 26 of *David's Drawings*.
- Show a page from a book that is prepared ahead of time. Demonstrate labeling a drawing. Write a label on the picture.
- Write the principle at

		<p>the top of the chart and remind children to label their drawings.</p> <p>MBK.U2.WML2- Write an author page (pg.266-267)</p> <ul style="list-style-type: none"> • Read aloud the author information in <i>The Last Polar Bear</i>. Discuss what this part of the book tells about. Ask what you learn about the authors. Record children’s responses. • Continue with <i>Ice Bear</i> and <i>Going Places</i>. Explain that sometimes the author page is in the front or back of the book. Explain that knowing a little more about the author and why they wrote the book can help us enjoy it more. Invite children to partner talk about what they would write on their author page. • Invite children to share their responses. Add them to chart paper. Write the principle at the top of the chart paper then read it aloud. Encourage children to add an author page to one of their books. 	
<p>Celebrating Writing</p> <p>3 Days</p>	<ul style="list-style-type: none"> • Be able to choose a book to celebrate and prepare to share with an audience • Learn different ways to “publish” a piece of writing and make it accessible to other • Identify and celebrate trying new writing techniques 	<p>WPS.U7.WML1- Get ready to share a book or poem you want to celebrate (pg.548-549)</p> <ul style="list-style-type: none"> • Help children think about a book or poem they want to celebrate. Display the example book you have prepared. Explain why you chose this book to celebrate. • Ask what they noticed about why it was chosen. Begin a list of how to get ready for the sharing process. • Invite children to partner talk about a 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

book or poem they would like to celebrate. Write the principle at the top of the chart to summarize the learning.

WPS.U7.WML2 - Make your book or poem ready for others to read (pg.550-551)

- Help children think about a book or poem that is ready and accessible for others to read. Engage them in a discussion about different ways to make their books and poems accessible to others. Display the example book and draw attention to the cover. Ask them what they notice.
- Read the author page and dedication and ask children what they notice. Add to the chart as you discuss each way of getting ready to share.
- Invite children to partner talk about how they will make their books and poems ready for others to read. Write the principle at the top of the chart to summarize the learning.

WPS.U7.WML3- Celebrate something new you tried (pg.552-553)

- Help children think about something new they have tried in their writing. Engage them in talking about trying new techniques in their writing and illustrating. Display an example of a student's work. Ask them what they notice.
- Record the example on chart paper. Continue sharing examples and adding the new things that the children have tried in their writing

		<p>and illustrating.</p> <ul style="list-style-type: none"> • Invite children to partner talk about something new they have tried. Write the principle at the top of the chart to summarize the learning. 	
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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.1.2.A	Short vowels and single consonants.
ELA.L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
ELA.L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).
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.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.I	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
ELA.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
ELA.W.IW.1.2.A	Introduce a topic.
ELA.W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
ELA.W.IW.1.2.C	Provide a conclusion.
ELA.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.
ELA.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.
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.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.

Climate Change Activity

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 🌱

Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments.

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Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments.

- Introduce a topic.
- Develop the topic with facts or other information and examples related to the topic.
- Provide a conclusion.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks

- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

Suggested Technological Innovations/Use

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

Unit 5: Creative Writers

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Trimester**
Length: **8 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn how to enhance their writing creatively. This unit includes adding dialogue to writing, using action words, using your senses to describe feelings and alternate ways to end a story. Students will also be able to identify poetry and write their own poems.

Enduring Understandings

- Creative writers use alternate endings as a way to change a story.
- Creative writers use feelings to end a story.
- Creative writers use dialogue to enhance their text.
- Creative writers use alternate words to make their writing more interesting.
- Creative writers add details to describe setting in a story.
- Creative writers can use their senses to write poems.
- Creative writers celebrate their writing.

Essential Questions

- How can writers change a story with a new ending?
- How can a writer use feelings to end a story?
- How can writers enhance their writing with dialogue or details?
- How can writers get ideas for poems?
- How can writers use their senses to write poetry?
- How can writers celebrate their writing?

Summative Assessment and/or Summative Criteria

Teacher observation, participation in lessons and writing rubric to assess ability

Resources

- F&P The Writing Mini Lessons Book
- F&P Interactive Writing: How Language and Literacy Come Together K-2

Unit Plan

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Ending a Story 3 days	<ul style="list-style-type: none">• Change a story with a new ending.• Be able to end a book with feelings.• End a story by making the reader think about the story or topic.	<p>IW.19 - Writing an Alternate Ending (pgs. 148-149)</p> <ul style="list-style-type: none">• Use a mentor text & briefly review the ending of the story.• Discuss how the author made up that ending. We can write a different ending to make a new story.• Make a plan to write an alternative ending.• Write the first sentence & invite the students to clap out syllables as you write the words. Share the pen and continue writing the sentences.• Read the new ending together. Remind the students that we can change the ending of stories to create a new one. <p>CFT.U5.WML1 - End your book by telling your feelings (pages. 398-399)</p> <ul style="list-style-type: none">• Use a familiar read that	<ul style="list-style-type: none">• Teacher Observation/ Anecdotal Notes• Student Writing Samples

ends with a feeling. Ask the students what they notice about the ending of the book.

- Use a class made book (IW.8) and have students think of another way we can end the book. How were you feeling?
- Create a chart with ways to end an ending with feelings.
- Allow students to share their writing if they ended with a feeling.

CFT.U5.WML2 - End your book by making the reader think more about the story or topic (pgs. 400-401)

- Use familiar texts that end the story with something for the reader to think about.
- Guide the conversation to help the students recognize that the writer ended the story by leaving the reader to think about something.
- Use a class made story (IW.8) and have the students think of alternate ways we could end the story. How can we have the readers wondering what happened next?
- Create a principal chart to remind students that they can end their books by making a reader think more about the story or topic.
- Allow students to share if they ended a book by making the reader think more about what the book was about?

Use descriptive writing to enhance your story

5 days

- Use dialogue in writing.
- Use quotation marks.
- Use action words in writing.
- Use details to describe a setting.

CFT.U2.WML2 - Show talking in your story (pgs. 374-375)

- Compare two stories that use speech bubbles and dialogue (Mo Williams' *I Am Invited to a Party!* and Joan Silver's *The Broken Ladder*)
- Guide the discussion so the students notice the difference between using a speech bubble and quotation marks in writing.
- Introduce the term quotation marks. Have students volunteer to share what they can write about in a story that would need quotation marks. Model it on chart paper for them.
- Create a principal chart to remind students when to use quotation marks.

CFT.U6.WML2 - Choose interesting words to describe the way characters talk (pgs. 408-409)

- Use a mentor text and point out the word *said*. Discuss what it means. What if it was the word *yelled* or *shouted*?
- Create a principal chart to come up with synonyms to use for *said*.
- Encourage the students to use words other than *said* in their writing. Allow them to share what they used in their writing today.

CFT.U2.WML3 - Add talking to make your writing more interesting (pgs. 376-377)

- Begin with mentor texts to show how a writer uses talking to make the store more interesting.
- Discuss other familiar texts that use words to show how the characters are feeling with talking.

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- Use a prepared chart to work together to add dialogue.
- Create a principal chart to remind children to use dialogue in a purposeful way.
- Allow students to share who added talking in their writing today.

CFT.U6.WML3 - Choose interesting words to describe actions (pgs. 410-411)

- Use familiar texts to have the students recognize action words within the text.
- Create a chart with different action words.
- Invite children to add interesting action words to the chart as they come across some in their reading.
- Have students share any action words they used in their writing today.

CFT.U1.WML1 - Describe where the story takes place (pgs. 364-365)

- Use mentor texts to begin a discussion about how a writer describes where a story takes place.
- Encourage students to talk about what details they can add to a story to describe where a story takes place.
- Create a principal chart to remind children to describe where a story takes place.
- Allow students to share details they added to describe setting in their writing.

Writing About Who We Are

5 days

- Be able to write about yourself like you would draw a self-portrait.
- Use words and illustrations to show feelings in a story.
- Use ideas that you love for new stories.
- Identify and celebrate trying new writing techniques

IW.7 - Writing About Who We Are (pgs. 124-125)

- Begin a discussion about self-portraits. Explain that we can write a book about ourselves.
- Plan out what we would write in a book about ourselves.
- Have volunteers help write the letters, words or sentences. Allow other students to share the pen or write in the air during the lesson.
- Re-read what was written today and then explain that we will add more pages another day.

MBK.U3.WML5 - Use pictures and words to show how you were feeling (pgs. 280-281)

- Use mentor texts that have illustrations and words that show feelings. Explain that a writer can show feelings in pictures and in words.
- Use a prepared chart to guide a discussion about using illustrations and words to show feeling. Ask students to provide words to go with the illustration.
- Add the principal to the top of the chart.
- Allow students to share a page from their writing that shows feelings and talk about it.

WPS.U2.WML3 - Go back to ideas you love (pgs. 504-505)

- Show several books by the same author (ex. Kevin Henkes). Explain that some writers like to write about similar things or things they love.
- Use a previous lesson that you have written before with the class. Explain that you picked that topic because it

- Teacher Observation/ Anecdotal Notes
- Student Writing Samples

involved something you loved.

- Have children discuss ideas that they love and can give you ideas of what to write about.
- Create a principal chart to remind students how they can find ideas for writing but to tell the story in a different way.
- Have students share if they have written about a topic they love and they want to write about it in a different way.

WPS.U7.WML2- (pgs.550-551)

- Help children think about a book or poem that is ready and accessible for others to read. Engage them in a discussion about different ways to make their books and poems accessible to others. Display the example book and draw attention to the cover. Ask them what they notice.
- Read the author page and dedication and ask children what they notice. Add to the chart as you discuss each way of getting ready to share.
- Invite children to partner talk about how they will make their books and poems ready for others to read. Write the principle at the top of the chart to summarize the learning.

WPS.U7.WML3- Celebrate something new you tried (pgs.552-553)

- Help children think about something new they have tried in their writing. Engage them in talking about trying new techniques in their writing and illustrating.

		<p>Display an example of a student's work. Ask them what they notice.</p> <ul style="list-style-type: none"> • Record the example on chart paper. Continue sharing examples and adding the new things that the children have tried in their writing and illustrating. • Invite children to partner talk about something new they have tried. Write the principle at the top of the chart to summarize the learning. 	
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<p>Poetry</p> <p>7 days</p>	<ul style="list-style-type: none"> • Understand that poetry is very descriptive. • Understand the characteristics of poetry. • Understand that poems look and sound different from other types of writing. • Identify how poems are placed on paper. • Understand that poems do not always rhyme. 	<p>IW.20 - Writing a Poem (pgs. 150-151)</p> <ul style="list-style-type: none"> • Use poetry mentor texts that you've read. Start a discussion about the words that are used to describe how things look, sound and feel. Poems can be used about things we have observed. • Work together to write a poem about leaves. Allow students to share the pen. Explain that poems don't all have to rhyme. • Re-read the poem with the students. • Have students illustrate the poem. <p>CFT.U9.WML1- Poems look and sound different from other types of writing (pgs. 430-431)</p> <ul style="list-style-type: none"> • Use examples of poems to show a variety of poetry characteristics. Ask students to share what they notice. • Make a chart with sticky notes to post what the students notice about each type of poem. • Summarize that poems look and sound different. 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples
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- Allow students to share if they wrote a poem and have others mention what they notice.

CFT.U9.WML2- Some poems rhyme, but many do not (pgs. 432-433)

- Use examples of rhyming and non rhyming poems. Guide the students in a conversation about how some poems rhyme and some do not.
- Work together to create two poems about the same topic but use rhymes in one and not in the other.
- Allow students time to share a poem that they wrote and ask the others to share what they notice.

CFT.U9.WML3 - Observe the world to get ideas for poems (pgs. 434-435)

- Use familiar poetry texts to engage a conversation about poems.
- Create a list of ideas for poems. Explain that you can observe things around you to get ideas.
- Put the principal at the top of the chart and review.
- Allow students to share a poem that they wrote.

CFT.U9.WML4 - Place words on a page to make them look like a poem (pgs. 436-437)

- Use mentor texts as examples of poetry to show where writers place words on a page to look like poems.
- Write the words to a poem on cards and use them in a pocket chart to guide a discussion about where the words should be placed.

		<ul style="list-style-type: none"> • Create a principal chart and invite students to think about how words in a poem should be placed on a page. • Allow students to share any poems they are working on. <p>CFT.U9.WML5 - Use your senses to describe something (pgs. 438-439)</p> <ul style="list-style-type: none"> • Use several examples of poetry from familiar texts. Guide the conversation to help students realize that poets use their senses to describe things. • Create a chart with the 5 senses and practice describing objects by using the senses. • Allow students to share the use of senses in their writing. <p>IW.5 - Innovating on a rhyming text (pgs. 120-121)</p> <ul style="list-style-type: none"> • Revisit a rhyming book. Discuss how we can write our own book using a similar rhyming pattern and drawing. • Compose a rhyming sentence pattern that can be repeated. • Work together to create a rhyming text. Share the pen and allow students to add letters or words to the text. • Ask the students to re-read the text with you. • Hang the completed rhyming text somewhere the students can revisit and/or added to. 	
<p>Celebrate Your Writing</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Be able to choose a book to celebrate and prepare to share with an audience • Learn different ways to “publish” 	<p>MBK.U2.WML3 - Dedicate your book to someone (pgs. 268-269)</p> <ul style="list-style-type: none"> • Read the author’s dedication from a mentor text. Explain the meaning of a dedication. Discuss why 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

	<p>a piece of writing and make it accessible to other</p> <ul style="list-style-type: none"> • Identify and celebrate trying new writing techniques 	<p>the author would have written a dedication to a specific person.</p> <ul style="list-style-type: none"> • Create a chart with reasons why someone might dedicate a book. • Explain that children can dedicate their books to someone. • Allow students to share who they might dedicate a book to. <p>WPS.U7.WML1- Get ready to share a book or poem you want to celebrate (pg.548-549)</p> <ul style="list-style-type: none"> • Help children think about a book or poem they want to celebrate. Display the example book you have prepared. Explain why you chose this book to celebrate. • Ask what they noticed about why it was chosen. Begin a list of how to get ready for the sharing process. • Invite children to partner talk about a book or poem they would like to celebrate. Write the principle at the top of the chart to summarize the learning. <p>WPS.U7.WML2 – Make your book or poem ready for others to read (pg.550-551)</p> <ul style="list-style-type: none"> • Help children think about a book or poem that is ready and accessible for others to read. Engage them in a discussion about different ways to make their books and poems accessible to others. Display the example book and draw attention to the cover. Ask them what they notice. • Read the author page and dedication and ask children what they notice. Add to the chart 	
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		<p>as you discuss each way of getting ready to share.</p> <ul style="list-style-type: none"> • Invite children to partner talk about how they will make their books and poems ready for others to read. Write the principle at the top of the chart to summarize the learning. <p>WPS.U7.WML3- Celebrate something new you tried (pg.552-553)</p> <ul style="list-style-type: none"> • Help children think about something new they have tried in their writing. Engage them in talking about trying new techniques in their writing and illustrating. Display an example of a student's work. Ask them what they notice. • Record the example on chart paper. Continue sharing examples and adding the new things that the children have tried in their writing and illustrating. • Invite children to partner talk about something new they have tried. Write the principle at the top of the chart to summarize the learning. 	
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ELA.L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
ELA.L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
ELA.L.WF.1.2	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.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.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.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.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

Suggested Technological Innovations/Use

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- **CS.K-2.8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **CS.K-2.NI:** Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- **CS.K-2.8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- **CS.K-2.ITH.1-2:** Human needs and desires determine which new tools are developed.
- **CS.K-1.ITH.3-5:** Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- **CS.K-2.ETW:** The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- **CS.K-2.8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Cross Curricular/21st Century Connections

- **WRK.K-12.P.4:** Demonstrate creativity and innovation.
- **WRK.K-12.P.5:** Utilize critical thinking to make sense of problems and persevere in solving them.
- **WRK.K-12.P.8:** Use technology to enhance productivity, increase collaboration and communicate effectively.
- **WRK.K-12.P.9:** Work productively in teams while using cultural/global competence.
- **SOC.6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **SOC.6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **SEL.PK-12.1: Self Awareness:** Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- **SEL.PK-12.2.2: Self Management:** Recognize the skills needed to establish and achieve personal and educational goals
- **SEL.PK-12.5: Relationship Skills:** Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

Unit 6: Scientific Writers

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Trimester**
Length: **1 Week**
Status: **Published**

Summary of the Unit

In this unit, students will learn the importance of scientific writing. The unit will include how to make diagrams and labels as well as provide detailed sketches and observations for experiments. Students will also learn how to write questions for further predictions and experiments.

Enduring Understandings

- Scientific writers will create life-cycle diagrams.
- Scientific writers will label pictures.
- Scientific writers will make and write predictions.
- Scientific writers will write detailed observations.
- Scientific writers will write questions based on observations.

Essential Questions

- How can writers explain a life-cycle?
- How can writers describe a picture in a diagram?
- How can scientists record experiments?
- How can scientists find out more about a topic?

Summative Assessment and/or Summative Criteria

Teacher observation, participation in lessons and writing rubric to assess ability

Resources

- F&P The Writing Mini Lessons Book
- F&P Interactive Writing: How Language and Literacy Come Together K-2

Unit Plan

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Life-Cycle Diagrams 1 day	<ul style="list-style-type: none"> • Understand that a diagram shows how something looks or works. 	IW.22 - Making a Life Cycle Diagram (pgs. 154-155) <ul style="list-style-type: none"> • Use a mentor text that includes a lifecycle. Explain a diagram. • Discuss what steps are needed when writing out a life cycle. • Work together to create a lifecycle diagram. Share the pen with the students. • Review the completed diagram. • Allow students to illustrate the diagram. 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples
Labels 1 day	<ul style="list-style-type: none"> • Understand that writers think about what readers will find interesting and label it. 	IW.24 - Making an Ocean Mural (pgs. 158-159) <ul style="list-style-type: none"> • Have students create drawings of ocean animals. Explain that we will use the pictures to create a mural with labels. • Take turns choosing pictures and have the students help write labels for the photos. • Display the drawings with the labels on large paper on the wall. 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples
Writing and Drawing About Experiments	<ul style="list-style-type: none"> • Understand that predictions are needed for science experiments. 	WPS.U1.WML1 - Write what you think is going to happen (pgs. 308-309) <ul style="list-style-type: none"> • Use two plants for a science experiment. Explain that we will use the two plants 	<ul style="list-style-type: none"> • Teacher Observation/ Anecdotal Notes • Student Writing Samples

4 days

- Use drawings to show what has been observed
- Write detailed observations for science experiments
- Generate questions to help with further experiments and findings.

- to make a prediction.
- Create a principal chart. Record words to use when making predictions.
- Allow students to share their predictions for the science experiment.

WPS.U3.WML2 - Sketch what you observe (pgs. 510-511)

- Use the two plants from the previous lesson to model how to sketch a drawing of what you observe.
- Explain that scientists make observations over days, weeks, months and years. It's important to include the date with the pictures.
- Remind the students to be very detailed in their sketches.
- Allow students to share what they sketched.

WPS.U3.WML3 - Write down observations (pgs. 512-513)

- Use the two plants from the experiment. Model observing the plants and writing the observations on a chart.
- Record the students' observations. Remind them to write down specific details about their observations.
- Allow students to share their observations and predictions.

WPS.U3.WML4 - Write questions and wonderings from your observations (pgs. 514-515)

- Display the chart from WML3 and start a new chart with *I wonder why...*
- Explain that sometimes we have questions about our experiments. This help scientists decide what to work on next.
- Fill the chart with questions and wonderings to use when writing about observations.
- Allow students to share the

		questions and wonderings they wrote.	
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ELA.L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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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.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
ELA.W.IW.1.2.A	Introduce a topic.
ELA.W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
ELA.W.IW.1.2.C	Provide a conclusion.
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.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
ELA.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.
ELA.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.
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Climate Change Activity

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 🌱
Climate Change Example: During unit on plantings, students may compose text that explains how some plants and animals are able to adapt to changes within their environments.

- Introduce a topic.
- Develop the topic with facts or other information and examples related to the topic.
- Provide a conclusion.

- 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. 🌱

Climate Change Example: Students may discuss possible solutions to local problems caused by severe weather and how this can affect plant life with peers and adults.

- 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).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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