

Woodland Park School District

Writing Curriculum Grade 1

Curricula Team

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First Grade Course Description:

First graders will write small moment stories, explanatory texts, nonfiction chapter books, reviews, poetry, and a whole series of fiction books modeled after authors in which they study.

Pacing Guide**Content Area: Language Arts****Course Title: Writing****Grade Level: First****Unit 1: Launching/ Small Moments****September – October (6 weeks)****Unit 2: How-To Writing****October – December (6 weeks)****Unit 3: Writing Non-Fiction****January-February (6-7 weeks)****Unit 4: Opinion Writing****March-April (6-7 weeks)****Unit 5: Realistic Fiction****April-May (6 weeks)****Unit 6: Poetry****June (2-3 weeks)**

Unit 1 Title: Launching/ Small Moments	Grade Level: First	Time Frame: September – October (6 weeks)
<p>Unit Overview: In this unit, the routines and structures of the class are established so that the writing work can be done independently. Writers are encouraged to write about small moments, with a focus on writing with details, including showing character’s small actions, dialogues, and internal thinking. Children produce lots and lots of Small Moments stories and move with independence through the writing process.</p>		
<p>Standards:</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		

Technology Standards

8.1.2.A.1

Identify the basic features of a computer and explain how to use them effectively.

Example: By utilizing tools such as RazKids, Starfall, MobyMax, and ABC Mouse, students will be able to understand basic and common Internet browser and computer and/or tablet navigation commands as well as practice cross-curricular content skills.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Example: As part of this current unit, students working in small groups will use a variety of online and digital tools to research and complete a short research project.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students will demonstrate, in whole and small group reading activities, their understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking, and taking turns.

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with texts.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Health

2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Example: When reading *Night of the Veggie Monster*, discuss the importance of healthy choices and habits and the effects on the human body.

Social Studies

6.3.4.A.1 Evaluate what makes a good rule or law.

Establish routines and procedures of the reading workshop model. Students follow procedures when working independently, in partnerships, and in whole and small groups.

Unit Goals/Enduring Understandings:

- Writers create a community
- Writers work independently with stamina
- Writers gather ideas from experiences
- Writers bring small moment stories to life
- Writers work in partnerships
- Writers zoom in on one moment of their lives
- Writers model other authors' work
- Writers revise, edit, check and celebrate their work

Essential Questions:

- How do we create a community?
- How do we work independently?
- How do we get ideas for our writing?
- In what ways can we support each other?
- How do we bring small moment stories to life?
- How do we study the craft of other writers?

Skills:

- Narrative Writing (Small Moment)
- Using Pictures to Tell the Story
- Writing Across Pages
- Inventive Spelling
- Writers Checklist
- Revising
- Editing: punctuation, capitalization

Academic Vocabulary: recount, tell, zoom-in, watermelon, seed, sequence, narrative, small moment , punctuation , temporal words , closure

Demonstration of Learning/Assessment:

- Checklist
- Conference Notes
- Rubric
- Writing Folder
- Published Work
- Post-it Notes
- Post workshop Share of Skills and Strategies
- Writing Celebration

Example: Have a publishing celebration. Model having a few students read their published piece aloud. Then divide the class into groups to share their stories. Make a big deal of the student's' first published pieces and display the writing in a prominent place in the classroom.

Mentor Texts:

“Night of the Veggie Monster” – George McClements

Suggested:

“Big Mama’s”- Donald Crews

“Shortcut”- Donald Crews

Rollercoaster” – Maria Frazee

“Elephant and Piggy” – Mo Williams (speech bubbles)

“Knuffle Bunny” – Mo Willaims

Resources:

- Lucy Calkins Units of Study for Teaching Writing: Unit 1 “Narrative”
- Units of Study Anchor Chart Notes
- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”
- Differentiating instruction for individuals and small groups/conferring; **Narrative Structure and Cohesion Table** (p 68-77)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Launching/ Small Moments (Narrative)		Grade Level: First	Time Frame: September – October (6 weeks)
Goals	Suggested Minilessons	Teacher's Notes	
Writers create a community	<ul style="list-style-type: none"> Building a writing community takes practice. Writing time is a quiet and peaceful time to gather ideas on paper. Writers reread their writing and relate illustrations to their favorite writing Writers learn from other writers through sharing with one another. Writers get ideas about new writing from the stories they read It is important to remember to write from left to right and leave spaces between words. Writers reread their writing, illustrate their writing, and write left to write while leaving words between spaces. Writers make mental images to help them visualize and add to the illustrations for their writing Writers share their own writing to get to know other members of the writing community <p>Writers work with other writers to help improve their own writing skill</p>	<p>Refer to GETTING READY notes at beginning of each session</p> <p>Teacher Tool-Kit (folder) -Published Small Moment - Small Moment pieces in progress (All teacher made)</p>	
<p>Writers work independently with stamina</p> <p>Writers gather ideas from experiences</p> <p>Writers zoom in on one moment of their lives</p>	<ol style="list-style-type: none"> Writers create an idea booklet that they can refer to for ideas throughout the unit Writers use events from their lives- things they do or things that have happened to them- to write small moment stories. AC: How to Write a Story Writers plan what they want to write about before they start writing (touch and tell, sketch, then write) AC: How to Write a Story Writers remember “when you’re done, you’ve just begun”. Writers go back and add more to pictures and words. AC: How to Write a Story Writers spell by stretching out each word listening for all the sounds and recording what they hear AC: Ways to Spell Words Writers write with focus (watermelon and seed) AC: Watermelon Seed (google this chart) Writers talk to other writers about their writing, story telling their ideas out loud AC: Storytelling with a Partner Writers reread their writing checking that it is clear and “fixing up” as necessary. AC: “Fix UP” “Fancy Up” (google this chart) 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>Starting with lesson 2: Student Narrative Writing Checklist</p>	

Writers bring small moment stories to life	<ol style="list-style-type: none"> 1. Writers bring their stories to life by making their characters move and speak AC: Ways to Being Stories to LIFE! (unfreeze people) 2. Writers bring their stories to life by unfolding the action bit by bit AC: Ways to Being Stories to LIFE! (tell small steps/tell story across your fingers) 3. Writers bring their stories to life by making characters think and feel AC: Ways to Being Stories to LIFE! (bring out the inside) 4. Writers act out their stories with a partner to notice what they need to add 5. Writers use words they know to spell new and more challenging words AC: Ways to Spell Words 6. Writers use punctuation to help readers read it better (capitals/ending marks) 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>Student Narrative Writing Checklist</p>
Writers model other authors' work	<ol style="list-style-type: none"> 1. Writers study other authors' craft, seeing what special things the authors do that they can try in their own writing AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 2. Writers try other author's moves in their own writing, they can try telling the exact actions people do. AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 3. Writers use other author's craft moves like: big, bold words and different shapes to show the words are important and should be read with a strong voice. AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 4. Writers can find their own mentor authors and try out a new craft AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 	<p>Refer to GETTING READY notes at beginning of each session</p>
Writers revise, edit, check and celebrate their work	<ol style="list-style-type: none"> 1. Writers publish by choosing a story they want to share then they fix it up. 2. Writers make sure their writing is easy to read by using an editing checklist 3. Writers get their books ready for the library by adding titles, detailed pictures and a cover. 4. Writers celebrate! 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>FIG 19-1 Kid-Friendly version of editing checklist</p>

Unit 2: How-To Writing	Grade Level: First	Time Frame: November – December (6 weeks)
<p>Overview: This unit takes children on a writing journey that builds in sophistication. It begins with instruction in how to make a basic type of information book- a picture book- and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words.</p>		
<p>Standards:</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
<p>Technology Standards</p> <p>8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively. Example: By utilizing tools such as RazKids, Starfall, MobyMax, and ABC Mouse, students will be able to understand basic and common Internet browser and computer and/or tablet navigation commands as well as practice cross-curricular content skills.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. Example: As part of this current unit, students working in small groups will use a variety of online and digital tools to research and complete a short research project.</p>		

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students will demonstrate, in whole and small group reading activities, their understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking, and taking turns.

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with informational texts.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Science

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Example: When writing “How To”, all students research and recall science observations and investigations and use information in both written words and nonfiction text features as it relates to nonfiction writing topics.

Math

1.NBT Numbers and Operations in Base 10. Read and write numerals and represent a number of objects with a written numeral

Example: How-to solve a story problem – use “CUBS, or CUBES”

1) First, circle the numbers. 2) Underline the question. 3) Box key words. 4) Eliminate unnecessary information. 5) Solve the problem.

Unit Goals/Enduring Understandings:

- Writers tap into their inner expert
- Writers notice the procedure and steps involved in things they do
- Writers consider their audience as well as their purpose for writing by using mentor texts as models for how-to components
- Writers revise texts, make new texts better and share

Essential Questions:

- How can we learn to do a different kind of writing, so that we use diagrams and words to teach people how to do something, step by step?
- How can we learn ways to make our how to books even better by studying what a published author did in his/her book?
- How can we do a better job of making sure that readers understand what we are saying?

Knowledge and Skills:

- Step-by-step Writing
- Generating Topics/Ideas
- Use of Transitional Words (First, Next, Then, After That, Last)
- Writing to Teach Readers
- Think, Touch and Tell, Sketch
- Writing Across Pages
- Inventive Spelling
- Writers Checklist
- Revising
- Editing: punctuation, comma, capitalization

Academic Vocabulary: Text features (table of contents, bold print, glossary, index, label, caption) topic, hook, chapter, transition words (first, next, then, after that, last)

Demonstration of Learning/Assessment:

- Checklist
- Conference Notes
- Rubric
- Writing Folder
- Published Work
- Post-it Notes
- Post workshop Share of Skills and Strategies
- Writing Celebration

Mentor Texts:

Suggested:

- “How to Potty Train Your Monster”- Kelly DiPuchio
- “How a House is Built” – Gail Gibbons
- “How to Babysit a Grandpa”- Jean Reagan
- “How to Teach a Slug to Read”- Susan Pearson

Resources:

- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then . . .” (p 30- 40)
- Units of Study Anchor Chart Notes
- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”
Differentiating instruction for individuals and small groups/conferring; **Informational Structure and Cohesion Table** (p 79-84)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: How-To Writing		Grade Level: First	Time Frame: November- December
Goals	Suggested Mini-lessons	Teacher's Notes	
Writers notice the procedure and steps involved in things they do	<ol style="list-style-type: none"> 1. Writers create an idea booklet that they can refer to for ideas throughout the unit 2. Writers can teach others through their how-to books AC: How-to anchor chart (google this chart) 3. Writers act out how-to unpack a backpack to show they can teach others how-to do something (shared writing) 4. Writers use transitional and sequential words to show order AC: How-to anchor chart (google this chart) 	<p>Student How-to Writing Checklist</p> <p>Refer to GETTING READY notes at beginning of each session</p>	
Writers write in such a way that readers read the text and follow the directions	<ol style="list-style-type: none"> 1. Writers use their idea booklet to choose a “How-To” topic. 2. Writers use transitional and sequential words to show the steps of their topic 3. Writers have partners read their how-to writing and partner acts out the steps 4. Writers have partners read their how-to writing and help decide what can be added or fixed up 5. Writers use punctuation to help readers read it better (capitals/ending marks) 	<p>Refer to GETTING READY notes at beginning of each session</p>	
Writers consider their audience as well as their purpose for writing by using mentor texts as models for how-to components	<ol style="list-style-type: none"> 1. Writers make sure every step is there and maintain voice and clarity 2. Writers zoom in to add labels, arrows, speech bubbles to include directions for how to books 	<p>Refer to GETTING READY notes at beginning of each session</p>	
Writers revise texts, make new texts better and share	<ol style="list-style-type: none"> 1. Writers publish by choosing a story they want to share then they fix it up. 2. Writers make sure their writing is easy to read by using an editing checklist 3. Writers get their books ready for the library by adding titles, detailed pictures and a cover. 4. Writers celebrate! 	<p>Refer to GETTING READY notes at beginning of each session</p>	

Unit 3: Writing Non-Fiction (Information)	Grade Level: First	Time Frame: January – February (6 -7 weeks)
<p>Overview: This unit takes children on a writing journey that builds in sophistication. It begins with instruction in how to make a basic type of information book- a picture book- and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words.</p>		
<p>Standards:</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>		

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Technology Standards

8.1.2.A.1

Identify the basic features of a computer and explain how to use them effectively.

Example: By utilizing tools such as RazKids, Starfall, MobyMax, and ABC Mouse, students will be able to understand basic and common Internet browser and computer and/or tablet navigation commands as well as practice cross-curricular content skills.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Example: As part of this current unit, students working in small groups will use a variety of online and digital tools to research and complete a short research project.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students will demonstrate, in whole and small group reading activities, their understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking, and taking turns.

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with informational texts.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Example: To complete an interactive writing task in Writing Workshop, the students will be required to think critically, to discuss and support their opinions by citing evidence and illustrations from the text. The students will write an opinion about the job they would like to have.

Interdisciplinary Connections

Science

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Science

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

When writing “All About”, all students research and recall science observations and investigations and use information in both written words and nonfiction text features as it relates to nonfiction writing topics.

Unit Goals/Enduring Understandings:

- Writers can teach others through informational books
- Writers can teach their readers through a variety of chapters
- Writers use all they know to with independence

Essential Questions:

- How can we use writing to teach others?
- What ways can we organize nonfiction books?
- What does it mean to work independently?

Knowledge and Skills:

- Writing Nonfiction Chapter Books
- Generating Topics/Ideas
- Writing to Teach Readers
- Using Nonfiction Text Features
- Think, Touch and Tell, Sketch
- Writing Across Pages
- Inventive Spelling
- Writers Checklist
- Revising
- Editing: punctuation, comma, capitalization

Academic Vocabulary: Text features (table of contents, bold print, glossary, index, label, caption, heading) topic, hook, chapter, transition words (first, next, then, after that, last)

Demonstration of Learning/Assessment:

- Checklist
- Conference Notes
- Rubric
- Writing Folder
- Published Work
- Post-it Notes
- Post workshop Share of Skills and Strategies
- Writing Celebration (Optional)

Each student should select one piece they have written during this unit to publish. Decide on a way for the students to publish their piece in a digital format (W.1.6) Share published pieces with others (parents, other classrooms, staff members, etc.) and set up a way for these people to give feedback to the authors. You could also hang the published pieces up around the room and after you show the digital presentations to the class have students write feedback for their peers on Post Its to stick by the published work.

Mentor Texts:

Suggested:

- “Sharks” – Anne Scheiber

Resources:

- Lucy Calkins Units of Study for Teaching Writing: Unit 2 “Information”
- Units of Study Anchor Chart Notes
- FIG. 20-1, 20-2 Student Samples (p 140) Unit 2 “Information”
- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”
- Differentiating instruction for individuals and small groups/conferring; **Informational Structure and Cohesion Table** (p 78-84)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Writing Non-Fiction (Information)		Grade Level: First	Time Frame: January-February (6 -7 weeks)
Goals	Suggested Minilessons	Teacher's Notes	
Writers can teach others through informational books	<ol style="list-style-type: none"> 1. Writers become teachers and teach readers all about a topic we are experts in. We teach one thing and then another. We can use our fingers to help us organize our information. 2. Writers know that before we write a book, we plan how the book will go. We know that we can use our fingers to organize information, but then we can sketch it out on paper. AC- How to Write a Teaching Book 3. Writers who are teachers do more than just plan. Writers think about their students. We ask, <i>Who are we teaching to?</i> Then we think about what kind of questions they may have. This helps us add more to our teaching. AC-How Can I Teach My Readers 4. Writers use illustrations in our teaching books to help teach readers. We understand that these illustrations are different than the ones in picture books because they may be labeled or showing us something in greater detail. AC-How Can I Teach My Readers 5. Nonfiction writers use fancy words to teach others about a topic. We think about the spelling of these fancy words syllable by syllable and do our best to spell based on the sounds we hear AC-How Can I Teach My Readers 6. Writers need readers to help point out places in our books that may not make sense. These parts may not make sense because of missing words or information or we may have added things that don't belong. 7. Writers take a moment to think about the things we did really well with our books and what things we may still need to work on to make the book the best it can be. 8. Editing- Writers know we need to check for capitalization, punctuation, and spelling. 	Refer to GETTING READY notes at beginning of each session	
Writers can teach their readers through a variety of chapters	<ol style="list-style-type: none"> 9. Writing books that teach something can be longer than most of the books written so far. Writers create a <u>table of contents</u> to help with organizing all the information in our books. 	Refer to GETTING READY notes at beginning of each session	

	<p>10. Writers know that we can use our fingers to help us organize our chapter books the same way we used it when writing our teaching books.</p> <p>11. Writers don't just tell the fact (detail). We also help readers picture the fact so that readers can better understand why it matters. One way we can do this is by using <u>comparisons</u>.</p> <p>AC-How Can I Teach My Readers</p> <p>12. Writers think about what kind of writing we are writing.(Different paper How to and list paper)</p> <p>13. Writers know to add beginnings and ending to our writing. (<u>Introductions and Conclusions</u>)</p> <p>14. Writers pretend to be the reader to fix up our work. We check for mistakes (<u>Revise</u>)</p> <p>AC- Ways to Spell Words</p>	
Writers use all they know to with independence	<p>15. Writers study tools (<u>charts, published nonfiction books, and other writers</u>) around us to help us write new chapter books or revise old ones. We think to ourselves, <i>How can I try that in my writing?</i></p> <p>AC- How to Write a Teaching Book</p> <p>AC-How Can I Teach My Readers</p> <p>16. Writers research. We look for photographs or pictures that are connected to their topics. We study the pictures closely and then we put into words what we have learned and add it to our writing.</p> <p>AC-How Can I Teach My Readers</p> <p>17. Editing- Using different punctuation marks, periods, question marks, exclamation marks, commas and colons. (Make a punctuation anchor chart)</p> <p>18. Writers use speech bubbles to help give more information.</p> <p>AC-How Can I Teach My Readers</p> <p>19. Writers create an editing checklist to help make revisions in our writing.</p> <p>20. Writers revise, edit, check and celebrate their work (Fix up and Fancy)</p>	Refer to GETTING READY notes at beginning of each session

Unit 4: Opinion Writing	Grade Level: First	Time Frame: March – April (6 -7 weeks)
<p>Overview: In this unit, you will help first-graders learn that people sort, rank, categorize, explain, convince, persuade, argue, give in, change and are changed. Children will learn to write their judgments and their reasons for those judgments and to organize their reasons and supply supporting details for those reasons.</p>		
<p>Standards:</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Technology Standards

8.1.2.A.1

Identify the basic features of a computer and explain how to use them effectively.

Example: By utilizing tools such as RazKids, Starfall, MobyMax, and ABC Mouse, students will be able to understand basic and common Internet browser and computer and/or tablet navigation commands as well as practice cross-curricular content skills.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Example: As part of this current unit, students working in small groups will use a variety of online and digital tools to research and complete a short research project.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with texts.

CRP7. Employ valid and reliable research strategies.

Example: When writers are convincing their readers of their opinions, they must research valid reasons to support their opinions.

CRP12. Work productively in teams while using cultural, global competence.

Example: Writers work in partnerships homogeneously and heterogeneously to assist on another with ideas, editing, and revising their writing.

Interdisciplinary Connections

Science

1-ESS1-2 Make observations at different times of the year to relate the amount of day light to the time of year. Emphasis is on relative comparison of the relative daylight in the winter season to the amount of day light in the spring, summer and fall.

Example: Students explore and record sunrise and sunsets throughout the different seasons.

Health

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness

Example: When reading *Night of the Veggie Monster*, discuss the importance of healthy choices and habits and the effects on the human body.

Unit Goals/Enduring Understandings:

- Writers convey opinions that critique their own collections
- Writers use thoughtful ideas in persuasive reviews
- Writers express opinions about books read through thoughtful persuasive reviews

Essential Questions:

- How can we make judgments/critique about a topic or item?
- How can we persuade readers with our reviews?

Knowledge and Skills:

- Opinion Pieces (Collection Critique, Persuasive Review, Book Review)
- Think, Touch and Tell, Sketch
- Writing Across Pages
- Inventive Spelling
- Writers Checklist
- Revising
- Editing: punctuation, comma, capitalization

Academic Vocabulary: topic, reason, judgement, convince, persuade, evidence, opinion, closure, capitalization, punctuation, spelling

Demonstration of Learning/Assessment:

- Checklist
- Conference Notes
- Rubric
- Writing Folder
- Published Work
- Post-it Notes
- Post workshop Share of Skills and Strategies
- Writing Celebration (Optional) Record the students performing their book review on video. Put the videos together in a presentation to share at the publishing celebration. After the audience watches the video, have visitors walk around the room to view the written review and book that goes with it. Students should be encouraged to share with guests what they learned during this unit .

Mentor Texts:

“Click-Clack Moo” – Doreen Cronwin

“The Day the Crayons Quit” – Drew Daywalt

“Don’t Let the Pigeon Stay Up Late” – Mo Williams

“I Wanna Iguana” –Karen Kaufman

“Spoon”-Amy Krause Rosenthal

Resources:

- Lucy Calkins Units of Study for Teaching Writing: Unit 3 “Opinion”
- Units of Study Anchor Chart Notes
- FIG. 17-1, 17-2, 18-1, 18-2, 18-3 Student Samples (p 139-145) Unit 3 “Opinion”
- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”
- Differentiating instruction for individuals and small groups/conferring; **Opinion Structure and Cohesion Table** (p 85-90)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Opinion Writing		Grade Level: First	Time Frame: March-April (6 -7 weeks)
Goals	Suggested Minilessons	Teacher's Notes	
Writers convey opinions that critique their own collections	<ol style="list-style-type: none"> 1. People who know a lot about a something, like a collection, think about what is their favorite. Writers write about it and even try to convince others to like it, too. WE give reason why to support our opinions. CP- Judge Fairly 2. Writers give a couple of examples why we feel a certain way about something. We say things like, <i>For example, ...or I think because.....</i> Phrases like that help us to add details to our writing. CP- Convince Your Reader 3. Writers know it is important to know the kind of writing we are creating. We use checklists to help us stay organized and to think about what we are really trying to do. (Opinion Checklist) 4. Writers don't always agree. We can agree or disagree and both are ok. When we don't agree with someone we write down why and give backup reasons to support it. CP- Convince Your Reader 5. Optional- Awarding prizes 6. Writers use lots of strategies to help convince readers of their opinion. One way they may do this is by using a <u>quote</u> that someone else has written. CP- Convince Your Reader 7. Writers edit and publish our work 	Refer to GETTING READY notes at beginning of each session	
Writers use thoughtful ideas in persuasive reviews	<ol style="list-style-type: none"> 8. Writers write reviews about different things to help convince others. AC-Think Outside the Box 9. Writers use voice that talks write to their readers in our reviews. We can do this by explaining what our topic is, where to find it and when to go. AC-Important Information AC-Think Outside the Box 10. Writers sometimes compare their work with other work. We think about how our topic is better or worse than others and we use this in our writing. (ex. Compare vanilla to chocolate) 	Refer to GETTING READY notes at beginning of each session	

	<p>11. Writers use introductions to hook their readers. One way we can do this is by talking to our reader right from the start and <u>ask a question in our introduction.</u></p> <p>12. Writing partners can work together to give each other writing checkups. WE can use editing checklist to make sure our partner's piece is easy to read. If we see something we can help fix it up, or write a note giving our partner ways they can make their writing better.</p> <p>13. Anthology Celebration- optional-Celebration</p>	
Writers express opinions about books read through thoughtful persuasive reviews	<p>14. Writers write reviews on books we have read to convince or recommend other readers to read that title.</p> <p>15. Writers give sneak peek summaries in their reviews, but don't give too much information on the book. We make the reader curious about the book without spoiling it. We can do this by giving a little bit of information and follow up with a question.</p> <p>16. Writers check our work to make sure their sentences are just right and not too long or too short. We make sure we use the right punctuation to break up the sentences.</p> <p>17. Writers use a checklist to make sure their writing is as strong as it could be by checking every part of our writing.</p> <p>18. Celebrate!</p>	Refer to GETTING READY notes at beginning of each session

Unit 5: Realistic Fiction	Grade Level: First	Time Frame: May- June (6 weeks)
Unit Overview: In this unit, you will lead your children through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books, and finally, creating a “boxed set” of their stories.		
<p>Standards:</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p>		

- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Technology Standards

8.1.2.A.1

Identify the basic features of a computer and explain how to use them effectively.

Example: By utilizing tools such as RazKids, Starfall, MobyMax, and ABC Mouse, students will be able to understand basic and common Internet browser and computer and/or tablet navigation commands as well as practice cross-curricular content skills.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Example: As part of this current unit, students working in small groups will use a variety of online and digital tools to research and complete a short research project.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with texts.

CRP6. Demonstrate creativity and innovation. .

Example: As part of the unit, after conducting research on what makes them special, the students will use their new learning to create a song, travel poster, diorama, game, and or a list to demonstrate their understanding.

Interdisciplinary Connections

Science

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs.

Example: After discussing characteristics of different animal groups, students explore characteristics of birds and how their structures help them survive through how they eat, breathe, move and shelter their bodies.

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Example: Using the knowledge through reading Owl Moon and Owl Babies, students will study patterns of behaviors including the signals offspring make (such as crying, chirping, hooting) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

Unit Goals/Enduring Understandings:

- Writers use pretending, dialogue and feeling to write realistic fiction
- Writers introduce characters, setting, develop dialogue and include a problem and solution
- Writers write more than one story about a character in their series

Essential Questions:

- How can we write realistic fiction?
- How can we build strong characters?
- How can we extend our characters though a series?

Knowledge and Skills:

- Realistic Fiction (story elements)
 - Characters
 - Setting
 - Plot
 - Problem/Solution
 - Dialogue
- Revising
- Editing

Academic Vocabulary: characters, setting, plot, problem, solution, chapter

Demonstration of Learning/Assessment:

- Checklist
- Conference Notes
- Rubric
- Writing Folder

- Published Work
- Post-it Notes
- Post workshop Share of Skills and Strategies
- Writing Celebrating

Mentor Texts:

“Knuffle Bunny”

“When the Relatives Came”

“Kitchen Dance”

“Owl Moon”

“Peter’s Chair”

“Short Cuts”

“Fire Flies”

“Big Mama’s”

A Chair for My Mother”

“Too Many Tamales”

“Amazing Grace”

Resources:

- Lucy Calkins Units of Study for Teaching Writing: Unit 4 “Realist Fiction”
- Units of Study Anchor Chart Notes
- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”
- Differentiating instruction for individuals and small groups/conferring

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Realistic Fiction		Grade Level: First	Time Frame: May- June (6 weeks)
Goals	Suggested Minilessons	Teacher's Notes	
Writers will use pretending, dialogue and feeling to write realistic fiction	<ol style="list-style-type: none"> 1. When writers write realistic fiction, we can imagine a pretend character. WE can imagine where the character is, what the character does, and the problem the character might run into. We can tell the story across our fingers to help organize it. AC-How to Writer Realistic Fiction 2. Writers take charge of our own writing and we give ourselves goals. We think about what we need to do next. We whisper to ourselves what steps we need to take next. 3. Writers know that readers enjoy happy endings. Writers give readers happy ending by telling about what happened to their character. We tell how the character solved the problem he/she was facing. 4. Writers know to use fancy words in our stories to keep the readers interest. We use strategies to help us remember how to spell those fancy words. AC- Ways to Spell Words 5. Writers use a narrative writing checklist to make sure our writing is where it needs to be. 		
Writers introduce characters, setting, develop dialogue and include a problem and solution	<ol style="list-style-type: none"> 6. Writers sometimes create characters we really like and stick with them. One way we can do this is by writing more than one story with the same character. This is called writing stories in a series. AC- How to Write Series Books 7. Writers who write in a series give a lot of information about the character in the very first book. This helps the reader understand the character better. 8. Writers use dialogue in our stories to show the characters speaking to each other just like in real life. 		

	<p>9. Writers fancy up their books. We can do this by getting ideas from other authors we like and see what kinds of things they do in their book that we may want to try in our own.</p> <p>10. Writers celebrate!</p>	
Writers will write more than one story about a character in their series	<p>11. Writers study ways to make our writing more real. One way we do this is asking ourselves, what about this writing makes it feel real.</p> <p>12. Writers use pictures to show readers what is happening in the story by adding lots of realistic details to their story so that readers can picture it, too.</p> <p>13. Fiction writers include chapters in our books. We can do this by splitting our stories into three parts: beginning, middle and end</p> <p>14. Writers use patterns to help stretch out our writing.</p> <p>15. Writers publish and celebrate our writings (BEND IV)</p>	

Unit 5: Poetry	Grade Level: First	Time Frame: June (2-3 weeks)
Unit Overview: In this unit, first graders will read/write and explore different types of poetry. Students will notice rhyming patterns, mechanics, and structure of different poems.		
Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
Technology Standards 8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively. Example: By utilizing tools such as RazKids, Starfall, MobyMax, and ABC Mouse, students will be able to understand basic and common Internet browser and computer and/or tablet navigation commands as well as practice cross-curricular content skills. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.		
21st Century Skills CRP4. Communicate clearly and effectively and with reason. Example: As part of the unit, students will use oral class discussions and written responses to build their conceptual understanding and comprehension while working with texts. CRPR6. Demonstrate creativity and innovation Example: Students creatively compose poems of topics of interest by utilizing their own creative freedom.		
Interdisciplinary Connections <u>Math</u> 1.G Reason with shapes and their attributes.		

When studying the Shape Poetry genre distinguish between defining attributes versus non-defining attributes, build and draw shapes to possess defining attributes.

Health/Reading Literature

2.1.2.A.2 Use correct terminology to identify body parts and explain how body parts work together to support wellness.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

When reading poems that relate to the five senses, explore how the human body has characteristics that help us see, hear, touch, smell and taste.

Unit Goals/Enduring Understandings:

- Writers will read and reread poems and songs noticing characteristics of the genre and the author's purpose
- Writers will study the rhythm and voice of songs and poetry to help them write their own
- Writers will write meaningful songs and poems

Essential Questions:

- What can we learn about poems and songs by reading them?
- How do we write our own songs and poetry by studying rhythm?
- How can we write meaningful songs and poems?

Knowledge and Skills:

- Exploring Songs and Poems
- Poetry Writing
- Song Writing
- Author's Purpose
- Rhythm and Voice
- Poetry Genre
- Acrostic
- Rhyme and Repetition
- Imagery
- Alliteration
- Free Verse
- Revising
- Editing

Academic Vocabulary: adjectives, verbs, nouns, stanza, prose

Demonstration of Learning/Assessment:

- Checklist
- Conference Notes
- Rubric
- Writing Folder
- Published Work
- Post-it Notes
- Post workshop Share of Skills and Strategies
- Writing Celebrating

Suggested Mentor Texts:

“Honey, I Love The”

“Do You See What I See?”

Shel Silverstien Books

Jack Prelutsky

Current Pop Music

Resources:

- Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” (p 16- 29)
- “If. . . Then” Text reference guide (p 17-18)
- Units of Study Anchor Chart Notes

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Poetry		Grade Level: First	Time Frame: June (2-3 weeks)
Goals	Suggested Mini-lessons	Teacher's Notes	
Writers will read and reread poems and songs noticing characteristics of the genre and the author's purpose	<ul style="list-style-type: none"> • Writers understand that we can use familiar poems as mentor texts • Writers understand that poetry is a way to communicate in sensory images about everyday life • Writers know that there are different kinds of poems • Writers know that not all poems follow a rhyming pattern 		
Writers will study the rhythm and voice of songs and poetry to help them write their own	<ul style="list-style-type: none"> • Writers understand poetry as a unique way to communicate about and describe thoughts and feelings • Writers understand that poems can be created from other kinds of text 		
Writers will write meaningful songs and poems	<ul style="list-style-type: none"> • Writers notice and use language that "sound like" a poem • Writers understand the way print and space work in poems and use this knowledge when writing our own poems 		