

Grade One English Language Arts

Unit 1 Writing

Subject(s)	Writing Language Arts
Unit of Study	Building a Community of Writers
Pacing	30 instructional days

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W.7 PARTICIPATE in shared research and writing projects.

CCR.1.W.8 With guidance and support from adults, RECALL information from experiences or gather information from provided sources to answer a question.

CCR.1.L.2b USE end punctuation for sentences.

CCR.1.SL.3 ASK and ANSWER questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

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Learning Activities

Focus of Unit

- Developing good habits of writing
- Recalling information and gathering information
- Creating writing projects

Activities

Notes:

1. The *Fundamentals of Writing* Unit: How Writer's Work builds a strong foundation for a writing environment including the creation of routines, rituals and resources. Students will learn the process that writers go through to publish their books and discover various ways to get ideas for their own writing. Students should have ample practice telling stories orally. Therefore, interactive writing should occur throughout the unit. Student Performance Checklist: pages 75-76, Where Are My Students in the Writing Process (Formative Process): pages 77-79, and Narrative Writing Rubric page 79-80 and Informational/Explanatory Writing Rubric pages 73-74.
 2. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4 and 5 of the How Writer's Work writing unit. These words should be incorporated into writing instruction. Teachers may choose to replace mentor texts with alternative titles.
 3. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the How Writer's Work unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons.
- Follow Immersion Lessons from *Fundamentals of Writing* Unit: How Writer's Work: pages 18-39 (**Note:** Mentor Text Summaries may be found on page 17.)
 - *What Do Writers and Illustrators Do?:* Helps students recognize that writers and authors pay attention to things in our world to help them put ideas on the page. (I Am an Artist by Pat Lowery Collins)
 - *Writers Make Connections:* Shows how writers write about experiences that capture emotions that their readers will connect with. (I Like to Be Little by Charlotte Zolotow)
 - *Tell Me About It!:* Demonstrates how a writer tells a story with sensory details and emotion. (Puddles by Jonathan

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London)

- *What Do Writers Write?:* Identifies various forms and functions of writing so students can reflect on why they write. (Written Anything Good Lately? by Susan Allen and Jane Lindaman)
- *Drawing is Composing:* Demonstrates how writers and illustrators have their own style and voice. (Ish by Peter H. Reynolds)

Note: To help students create event sequence, teachers may choose to use the following strategies during writing workshop or during the Literacy Block:

- **Sketch the Sequence:** Have students fold a large piece of paper into three sections labeled *beginning, middle, and end*. Students sketch what happens in each part. Use the sketch to help students tell the story aloud. Add details to the sketch as needed. Students can then use the sketch to help guide the writing. Students should be encouraged to use sequence words.
- **Using Sticky Notes:** List key events on sticky notes. Play around with the order until it is in a logical order. Use the notes to help guide the writing.

Generating Ideas: pages 40-50

- *Generating Ideas I: What's Worth Writing About?*
 - Students will generate ideas for writing based on "little" things that make up who they.
- *Generating Ideas II: Bringing Emotions Into Focus?*
 - Students will generate ideas for writing based on different emotions.
- *Generating Ideas III: Write What You Notice*
 - Students will use their own observations to inspire creativity in their writing.

Selecting: pages 51-54

- *Selecting: Picking an Idea to Publish*
 - Students will reread and reflect on their work to determine which idea they want to develop further and publish.

Drafting: pages 55-59

- *Drafting: Plan Your Story*
 - Students will develop a plan for writing considering the layout and organization of ideas when drafting.

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Revising: pages 60-63

- *Revising: Reread, Reflect, Revise*
 - Students will reread their drafts to make sure their writing is interesting and clear.

Editing: pages 64-66

- *Editing: How and Why We Edit*
 - Students will use an editing checklist to edit their work. (**Note:** Teacher led as students learn role of editing)

Publishing and Evaluation: pages 67-74

- *Publishing: Creating An Inviting Cover Design*
 - Students will create covers for their stories to make their work more inviting. (**Note:** See “Let’s Celebrate Together” on page 70 for ideas on sharing work with classmates and others.)
- *Evaluation I: Self-Reflection*
 - Students will use a kid-friendly self-assessment to reflect on their writing pieces and their use of the writing process. An at home piece is also included.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author’s Purpose- the reason an author has for writing a selection

Collaborate- to work together or cooperate on a task

Describe- to use words to tell or write about something

Description- a statement that describes

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Event- a happening in a story

Feeling- an emotion or an opinion

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<p>Idea- a thought or plan carefully formed in the mind</p> <p>Image- a picture in the mind</p> <p>Memory- an experience or event that you can tell about</p> <p>Opinion- to state or write one’s own beliefs based on feelings and thoughts rather than facts</p> <p>Publish- the final step in the writing process when the writers share their work with others</p> <p>Punctuation- marks or symbols used to make the meaning of written material clear</p> <p>Recall- to bring back to mind; to remember</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Sequence- to place ideas in order</p> <p>Source- a person, place or thing that provides information</p> <p>Thought- an idea formed in the mind</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic-the main thought of written work</p> <p>Visual display- a presentation that can be viewed</p> <p>Visualize- to paint a picture in your mind that represents what you are thinking</p>
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Assessment	Performance Task
<p>Formal Student Performance Checklist Narrative or Informational/Explanatory Writing Rubric</p> <p>Informal -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	<p>TBD</p>

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

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Unit 1 Writing

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -<i>Fundamentals of Writing: How Writer’s Work and Mentor Texts:</i> <ul style="list-style-type: none"> • <u>I Am an Artist</u> by Pat Lowery Collins • <u>I Like to Be Little</u> by Charlotte Zolotow • <u>Puddles</u> by Jonathan London • <u>Written Anything Good Lately?</u> by Susan Allen and Jane Lindaman • <u>Ish</u> by Peter H. Reynolds <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data - <i>Fundamentals of Writing: How Writer’s Work</i> -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Sitton Spelling Sourcebook</i> 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.charlottezolotow.com</p> <p>http://biography.jrank.org/pages/1222/London-Jonathan-Paul-1947-Sidelights.html</p> <p>www.peterhreynolds.com</p> <p>www.patlowerycollins.com</p> <p>Additional site for Writer’s Workshop: www.imeacham.com</p>

Interdisciplinary Connections

Grade One English Language Arts

Unit 2 Writing

Subject(s)	Writing Language Arts
Unit of Study	Telling a Story with Pictures and Words – Unit 2
Pacing	20 instructional days

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.1.SL.3 ASK and **ANSWER** questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant, details, expressing ideas and feelings clearly.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W.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.

CCR.1.W.5 With guidance and support from adults, **FOCUS** on a topic, **RESPOND** to questions and suggestions from peers, and **ADD** details to strengthen writing as needed.

CCR.1.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.1.W.8 With guidance and support from adults, **RECALL** information from experiences or gather information from provided sources to answer a question.

CCR.1.L.1a PRINT all upper and lowercase letters.

CCR.1.L.1d Use personal possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).

CCR.1.L.1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

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Unit 2 Writing

CCR.1.L.2b USE end punctuation for sentences.
CCR.1.L.2d USE conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCR.1.L.2e SPELL untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.3</p> <ul style="list-style-type: none"> • How to recount • Narrative writing • Ordered events • Relative details • Temporal Words (e.g., <i>First, Next, Then</i>) • Closure/Ending 	<p>W.3 WRITE (narratives in which they recount two or more appropriately sequenced events) USE (temporal words to signal event order) PROVIDE (sense of closure)</p>	<p>6</p> <p>3</p> <p>2</p>
<p>W.8</p> <ul style="list-style-type: none"> • How to recall • Experiences • Information • Questions • Source 	<p>W.8 RECALL (information from experiences or gather information from provided sources to answer a question)</p>	<p>1</p>
<p>L.1a</p> <ul style="list-style-type: none"> • Upper and Lowercase letters 	<p>L.1a PRINT (upper and lowercase letters)</p>	<p>3</p>
<p>L1.g</p> <ul style="list-style-type: none"> • Conjunctions (e.g., <i>and, but, or, so, because</i>) 	<p>L.1g USE (frequently occurring conjunctions)</p>	<p>3</p>
<p>L.2b</p> <ul style="list-style-type: none"> • End punctuations (e.g., period, question mark, exclamation point) 	<p>L.2b USE (end punctuation for sentences)</p>	<p>3</p>

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<p>L.2d</p> <ul style="list-style-type: none"> • Conventional spelling of common words • Conventional spelling of frequently occurring words 	<p>L.2d USE (conventional spelling for words with common spelling patterns and for frequently occurring irregular words)</p>	<p>3</p>
<p>L.2e</p> <ul style="list-style-type: none"> • Spelling approximations 	<p>L.2e SPELL (untaught words phonetically, drawing on phonemic awareness and spelling conventions)</p>	<p>3</p>

<p>Essential Questions</p>	<p>Corresponding Big Ideas</p>
<ol style="list-style-type: none"> 1. What is my purpose and how do I write it? 2. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Writing should be focused, detailed and organized in order to communicate the ideas to the reader. 2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

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Unit 2 Writing

Learning Activities

Focus of Unit

- Using the writing process to write personal narratives
- Using appropriate grade level spelling and mechanics
- Appropriate use of conjunctions

Activities

Notes:

1. The *Fundamentals of Writing Unit: Personal Narratives* will be used in Units 2 and 3. In Unit 2, the writing focus will be on immersing students in discussions around specific personal narratives and the decisions writers make and literary devices they use. Unit 2 will also address generating ideas for their personal narratives. In Unit 3, student will continue their work from Personal Narrative as they draft, revise, edit and publish their written work. Students will conference with teacher as needed to clarify ideas and revise and edit their work. Student Performance Checklist: pages 86-87, Where Are My Students in the Writing Process (Formative Process): pages 88-89, and Narrative Writing Rubric page 90-91.
 2. The Immersion Lessons using the mentor texts may be delivered in the beginning of the unit or throughout the unit. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 4-5. Teachers should select from these words and incorporate into writing instruction.
 3. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the Personal Narrative unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 4. Lessons from *The Fundamentals of Grammar and Conventions Unit 3* are imbedded into the unit. The lessons focus on the use of sentence structure in addition to how to use conjunctions to vary sentence length. Additional grammar lessons on conjunctions should be taught in order for students to use conjunctions independently in their writing.
- Follow Immersion Lessons from *Fundamentals of Writing Unit: Personal Narrative*. Pages 18-36 (**Note:** Teachers may choose to substitute Mentor Texts.)
 - *New Stories*: Uses all unit titles to introduce students to the genre of personal narrative.
 - *Personal Narratives Make It Personal*: Introduces students to components of personal narratives (e.g. realistic details and first-person narrators). (When I was Five by Arthur Howard)
 - *Personal Narratives Make It Passionate*: Connects the relationship between personal narratives and autobiography, and between storytelling and personal experiences and passions. (I Love My Hair! by Natasha Tarpley)
 - *Personal Narratives Have a Strong Sense of Place*: Examines how authors use illustrations and descriptive details to

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Unit 2 Writing

- recreate special places and moments for readers. (My Little Island by Frane Lessac)
- *Personal Narratives Make a Point*: Demonstrates how personal narratives can record important moments and memories from the writer's home and family life. (My Big Brother by Valorie Fisher and Do Like Kyle by Angela Johnson)

Possible Extension: Use the following questions to analyze and evaluate narrative writing using the mentor texts:

- Who are the characters or people in the piece of writing? How are they introduced?
- What happens? How does the author show this?
- Is there a challenge/problem/goal? What do the characters do about it?
- How does the author close the piece?

Generating Ideas pages 37-52

- *Generating Ideas I: Writing is Storytelling*
 - Students will generate ideas for writing using stories they love to hear or know from their personal experience.
- *Generating Ideas II: No Place Like Home*
 - Students will draw and write about one special place using specific details.
- *Generating Ideas III: Stories Take You on a Journey*
 - Students will describe a sequence of events using appropriate temporal words.
- *Generating Ideas IV: Writing to Remember*
 - Students will draw and write about some of their favorite things from before they started school and now.
- *Generating Ideas V: Writing Rituals:*
 - Students will share different family traditions with the class to generate ideas for writing.

Note: The following two lessons are from *The Fundamentals of Grammar and Conventions* Unit 3.

- *Fundamentals of Grammar Lesson 1: The Structure of Sentences:* pages 44-46
 - Students will recognize and write sentences with subjects and verbs.
- *Fundamentals of Grammar Lesson 3: Sentences Make Sense!:* pages 51-53
 - Students will use varied sentence length including the use of conjunctions.

Selecting Ideas pages 53-55

- *Selecting Ideas: Which Story Do I Tell?*
 - Students will select an idea from their writing folders to expand into a personal narrative.

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Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Closing- the end/ last part of a story

Conjunction- a word that joins other words (i.e., *and, but, or, so, because*)

Describe- to use words to tell or write about something

Description- a statement that describes

Dialogue- a conversation between two or more persons or the lines spoken by characters in our stories

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Elaborate- to give more detail

Event- a happening in a story

Idea- a thought or plan carefully formed in the mind

Memory- an experience or event that you can tell about

Publish- the final step in the writing process when the writer's share their work with others

Punctuation- marks or symbols used to make the meaning of written material clear

Order of events- the sequence of happenings

Recall- to bring back to mind; to remember

Revise- a step in the writing process used to improve the original draft

Source- a person, place or thing that provides information

Temporal/Signal word- a word that signals order of events

Thought- an idea formed in the mind

Title- the name given to a book, story, poem or other work

Topic-the main thought of written work

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Unit 2 Writing

Assessment	Performance Task
<p>Formal Student Performance Checklist Narrative Writing Rubric</p> <p>Informal -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics and Self-Reflections -Student Writing from Unit Activities</p>	

Instructional Strategies
<p align="center">See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Instructional Resources	Technology Resources
<p>Instructional -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing</i>: Personal Narrative and Mentor Texts:</p> <ul style="list-style-type: none"> • <u>When I Was Five</u> by Arthur Howard • <u>I Love My Hair!</u> by Natasha Tarpley • <u>My Little Island</u> by Frane Lessac • <u>My Big Brother</u> by Valerie Fisher 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.artbeatpublishers.com</p> <p>www.visitingauthors.com/printable_pages/johnson_angela_print_info.html</p> <p>www.sallyderby.com</p> <p>www.stripgenerator.com/strip/create</p>

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Unit 2 Writing

<ul style="list-style-type: none">• <u>Do Like Kyla</u> by Angela Johnson• <u>My Visit to the Aquarium</u> by Alik• <u>Little Nino's Pizzeria</u> by Karen Barbour• <u>Diary of a Spider</u> by Doreen Cronin• <u>My Steps</u> by Sally Derby• <u>The Keeping Quilt</u> by Patricia Polacco <p>-<i>Fundamentals of Grammar</i> and Mentor Texts:</p> <ul style="list-style-type: none">• <u>My Big Brother</u> by Valerie Fisher• <u>My Garden</u> by Kevin Henkes <p>-Wright Skills -Sitton Spelling</p> <p><u>Teacher</u></p> <p>- <i>Fundamentals of Writing: Personal Narratives</i> -Fundamentals of Grammar -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Sitton Spelling Sourcebook</i> -<i>Wright Skills</i></p>	<p>www.stripcreator.com/make.php#</p>
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Interdisciplinary Connections

Grade One English Language Arts

Unit 3 Writing

Subject(s)	Writing Language Arts
Unit of Study	Ways to Organize Your Thoughts and Ideas - Unit 3
Pacing	15 Instructional Days

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.1.SL.3 ASK and ANSWER questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant, details, expressing ideas and feelings clearly.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W.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.

CCR.1.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.1.W.8 With guidance and support from adults, **RECALL** information from experiences or gather information from provided sources to answer a question.

CCR.1.L.1a **PRINT** all upper and lowercase letters.

CCR.1.L.1g **USE** frequently occurring conjunctions (e.g., *and, but, or, so, because*)

CCR.1.L.1j PRODUCE and **EXPAND** complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCR.1.L.2d USE conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCR.1.L.2b USE end punctuation for sentences.

CCR.1.L.2e SPELL untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Unit 3 Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3 <ul style="list-style-type: none"> • How to recount • Narrative writing • Ordered events • Related details • Temporal words • Closure 	W.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 PROVIDE (some sense of closure)	<p style="text-align: center;">6</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p>
L.1j <ul style="list-style-type: none"> • Complete sentences • Types of sentences 	L.1j PRODUCE/EXPAND (complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts)	<p style="text-align: center;">6</p>
L.2d <ul style="list-style-type: none"> • Conventional spelling of common words • Conventional spelling of frequently occurring words 	L.2d USE (conventional spelling for words with common spelling patterns and for frequently occurring irregular words)	<p style="text-align: center;">3</p>
L.2b <ul style="list-style-type: none"> • End punctuation 	L.2b USE (end punctuation for sentences)	<p style="text-align: center;">3</p>
L.2e <ul style="list-style-type: none"> • Phonetic Spelling 	L.2e SPELL (untaught words phonetically, drawing on phonemic awareness and spelling conventions)	<p style="text-align: center;">3</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What is my purpose and how do I write it? 2. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Writing should be focused, detailed and organized in order to communicate the ideas to the reader. 2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

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Unit 3 Writing

Learning Activities

Focus of Unit

- Using the writing process to write personal narratives
- Using appropriate grade level spelling and mechanics
- Appropriate use of end punctuation marks and conjunctions to vary sentence length

Activities

1. Follow Sitton Spelling Scope and Sequence
2. Students will continue their work from *The Fundamentals of Writing Unit: Personal Narratives* as they draft, revise, edit and publish their written work. Students will conference with teacher as needed to clarify ideas and revise and edit their work. Student Performance Checklist: pages 86-87, Where Are My Students in the Writing Process (Formative Process): pages 88-89, and Narrative Writing Rubric page 90-91.
3. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the Personal Narrative unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons
4. *The Fundamentals of Grammar and Conventions* lessons are imbedded into this unit to teach students the proper use of ending punctuation marks. Additional grammar mini-lessons for capitalization can be taught using Lessons 1 and 2 from Unit 1 (pages 4-11) based on student needs.

Continued from LPS Writing Unit 2:

Note: Before student begin to draft stories:

- Model how to stretch out words to help spell them and why it is important (i.e., Teaching Point: *As you begin to write a word, say the word while you slide your fingers slowly across the page, hear the first sound, and write that down. Read what you have written, sliding your fingers under the letters. Hear the next sound, write it, and reread, sliding your finger. Do that until there are no more sounds.*) Students can practice this strategy using whiteboards.
- Model how to use familiar words to spell new words (i.e., Teaching Point: *Once you find a word you know with a part that sounds the same as the word you want to spell, you can write that part. Then you will only have to figure out the new part of the hard word.*)
- Have students tell stories orally with a partner and encourage partners to use conjunctions when linking ideas together. (i.e., First partner tells the story. Next partner pictures it in their head and asks questions. The first partner tells the story again, saying more. Partners switch.)

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Drafting pages 56-62

- *Drafting I: Story Structure*
 - Students will plan a structure for writing.
- *Drafting II: A Sense of Closure*
 - Students will learn the different ways to write a story using closure.

Revision pages 63-69

- *Revision I: Adding Dialogue*
 - Students will expand their drafts by adding dialogue while working with a partner.
- *Revision II: Details, Details, Details*
 - Students will discuss how authors use details to appeal to the senses, adding sensory details to their drafts.

Editing pages 70-77

- *Editing I: Writing Different Voices*
 - Students will edit their drafts, emphasizing the correct use of quotation marks.
- *Editing II: Putting a Stop to It:*
 - Students will edit their drafts for correct use of end punctuation.

Note: The following three lessons are taken from *The Fundamentals of Grammar and Conventions* Unit 1.

- *The Fundamentals of Grammar and Conventions Lesson 3: All the Right Questions Have Question Marks:* pages 12-14
 - Students will recognize and use question marks at the end of sentences.
- *The Fundamentals of Grammar and Conventions Lesson 4: Exclamation Points Are Exciting!:* pages 15-17
 - Students will recognize and use exclamation points to show emotion.
- *The Fundamentals of Grammar and Conventions Lesson 5: The End Is Important, Too!:* pages 18-21
 - Students will review a piece of their own writing and determine if they used end-mark punctuation effectively.

Publishing pages 78-82

- *Publishing I: Finishing Touches*
 - Students will write a final draft and will choose a format to publish their books.
- *Publishing II: About This Author (can be done on the computer)*
 - Students will add biographical notes to their writing to identify themselves as authors.

Grade One English Language Arts

Unit 3 Writing

Evaluation pages 83-85

- *Evaluation I: Student Self-Reflection*
 - Students will complete a kid-friendly self-assessment to reflect on their writing.

Optional: Place student books in the reading area.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Closing- the end/ last part of a story

Conjunction- a word that joins other words (i.e., *and, but, or, so, because*)

Describe- to use words to tell or write about something

Description- a statement that describes

Dialogue- a conversation between two or more persons or the lines spoken by characters in our stories

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Elaborate- to give more detail

Event- a happening in a story

Idea- a thought or plan carefully formed in the mind

Memory- an experience or event that you can tell about

Publish- the final step in the writing process when the writer's share their work with others

Punctuation- marks or symbols used to make the meaning of written material clear

Order of events- the sequence of happenings

Recall- to bring back to mind; to remember

Revise- a step in the writing process used to improve the original draft

Source- a person, place or thing that provides information

Temporal word- a word that signals order of events

Thought- an idea formed in the mind

Title- the name given to a book, story, poem or other work

Topic-the main thought of written work

Grade One English Language Arts

Unit 3 Writing

Assessment	Performance Task
<p>Formal Student Performance Checklist Narrative Writing Rubric</p> <p>Informal -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics and Self-Reflections -Student Writing from Unit Activities</p>	<p>TBD</p>

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -<i>Fundamentals of Writing</i>: Personal Narrative and Mentor Texts:</p> <ul style="list-style-type: none"> • Do Like Kyla by Angela Johnson • My Little Island by Frane Lessac • I Love My Hair! by Natasha Tarpley • My Steps by Sally Derby • The Keeping Quilt by Patricia Polacco • My Big Brother by Valerie Fisher • Diary of a Spider by Doreen Cronin <p>-<i>Fundamentals of Grammar</i> and Mentor Texts:</p>	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.artbeatpublishers.com</p> <p>www.visitingauthors.com/printable_pages/johnson_angela_print_info.html</p> <p>www.sallyderby.com</p> <p>www.stripcreator.com/make.php#</p>

Grade One English Language Arts

Unit 3 Writing

<ul style="list-style-type: none">• <u>Read Anything Good Lately?</u> by Susan Allen• <u>I Love My New Toy!</u> by Mo Willems• <u>How Are You Peeling?</u> By Saxton Freyman and Joost Elffers <p>-Wright Skills -Sitton Spelling</p> <p><u>Teacher</u></p> <ul style="list-style-type: none">- <i>Fundamentals of Writing: Personal Narratives</i>-Fundamentals of Grammar-Ledyard High Frequency Word List-<i>Getting Ready to Write</i> by Empowering Writers-<i>Word Matters</i> by Fountas and Pinnell-<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik-<i>Sitton Spelling Sourcebook</i>-<i>Wright Skills</i>	<p>www.stripgenerator.com/strip/create</p>
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Interdisciplinary Connections

**Grade One English Language Arts
Unit 4 Writing**

Subject(s)	Writing Language Arts
Unit of Study	Providing Information with Pictures and Words – Unit 4
Pacing	22 instructional days

Overarching Standards (OS)
<p>CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.1.SL.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>CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant, details, expressing ideas and feelings clearly.</p> <p>CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.</p>

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS
<p>CCR.1.W.2 WRITE informative/explanatory texts in which they NAME a topic, SUPPLY some facts about topic, and PROVIDE some sense of closure.</p> <p>CCR.1.W.5 With guidance and support from adults, FOCUS on a topic, RESPOND to questions and suggestions from peers, and ADD details to strengthen writing as needed.</p> <p>CCR.1.W.6 With guidance and support from adults, USE a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCR.1.W.8 With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to answer a question.</p> <p>CCR.1.L.1j PRODUCE and EXPAND complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

**Grade One English Language Arts
Unit 4 Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2 <ul style="list-style-type: none"> • Topic • Relevant facts • Beginning, middle and end • Sequence • Closure W.5 <ul style="list-style-type: none"> • Topic • How to stay focused on topic • How to respond • How to revise 	W.2 WRITE (informative/explanatory texts) NAME (a topic) SUPPLY (facts about topic) W.5 FOCUS (on a topic) RESPOND (to questions and suggestions from peers) ADD (details to strengthen writing as needed)	1, 2, 6 1 1 4 5 6

Essential Questions	Corresponding Big Ideas
1. Where do writers get ideas? 2. What do nonfiction writers need to include in their texts?	1. Writers write about what they know and observe. 2. Writers state a topic and include supporting details in their writing.

**Grade One English Language Arts
Unit 4 Writing**

Learning Activities

Focus of Unit

- Writing informative/explanatory pieces on a particular topic using facts relevant to topic
- Revising written work

Activities

Notes:

1. Follow Scope and Sequence of Sitton Spelling.
2. The *Fundamentals of Writing* Unit: All About Non-fiction will be used in LPS Units 4 and 5. Students will actively participate in discussions around nonfiction texts and text features. Students will generate ideas for nonfiction writing and will collect information on a selected topic. Students will also select a layout for their nonfiction books and begin to write drafts. As unit 5 approaches, students will continue their work with nonfiction writing as they revise, edit and publish their written work. Students will bring their writing to final publication and will be assessed using a Grade 1 Explanatory/Informational Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 121-122) as well as the Formative Assessment Notes when conferencing with students (pages 123-124).
3. The Immersion Lessons using the mentor texts may be delivered in the beginning of the unit or throughout the unit. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 4-6. Teachers should select from these words and incorporate into writing instruction.
4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.
5. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed (See Unit 2, Lesson 1 and Lesson 3)

Teacher Notes

**Grade One English Language Arts
Unit 4 Writing**

- Follow Immersion Lessons from *Fundamentals of Writing Unit: All About Non-fiction* pages 23-43 **Note:** Mentor Text Summaries may be found on pages 20-22. Teachers may choose to substitute Mentor Texts.
 - *What Are Nonfiction All-About Books?:* Examines why authors of this genre write “texts that teach.” (Life in an Ocean by Carol K. Lindeen)
 - *What Do All-About Books Look Like?:* Explores the many features that non-fiction books have in common. (The Life Cycle of a Frog by Bobbie Kalman and Mammals by Adele Richardson)
 - *Wondering About Our World:* Illustrates how writers question and wonder about their world. (Why Do Horses Neigh? by Joan Holub)
 - *Getting the Right Answers:* Demonstrates how writers of all-about books use various research materials to answer their questions about a topic. (Move! by Steve Jenkins)
 - *Just the Facts:* Shows that “All-About” books primarily contain facts but sometimes will include opinions of the writers. (The Vegetables We Eat by Gail Gibbons)

Generating Ideas pages 44-58

- *Generating Ideas I: What Interests You?:*
 - Students will brainstorm topics of interest by considering the nonfiction categories of the mentor texts.
- *Generating Ideas II: Sharing Our Passions:*
 - Students will think about topics they love learning about to generate ideas for their nonfiction all-about books.
- *Generating Ideas III: A Matter Of Fact:*
 - Students will consider topics about which they have prior knowledge and information in order to generate nonfiction ideas.

Selecting pages 54-58

- *Selecting: What Do I Want to Teach?:*
 - Students will select a topic to expand into a nonfiction all-about book.

Collecting pages 59-67

- *Collecting I: Asking the Right Questions:*

Grade One English Language Arts Unit 4 Writing

- Students will write questions about a topic to guide their research.
- *Collecting II: Describe It To Me:*
 - Students will record details about their topics and create diagrams to make their all-about books more meaningful and informative.

Note: The following lesson from *Fundamentals of Grammar and Conventions* Unit 2

- *Fundamentals of Grammar Lesson 2: Features Matter:* pages 25-27
 - Students will learn how text formats and text features convey particular meanings and emotions in a story.

Drafting pages 68-78 **Note:** Continues into LPS Unit 5

- *Drafting I: Order and Organization:*
 - Students will create a table of contents and plan the order in which they will present information in their all-about books.
- *Drafting II: Lay It Out:*
 - Students will write draft using layout their all-about books.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Closure- to bring to an end

Declarative sentence- a statement that ends with a period.

Digital tool- an electronic device used to gather or produce information

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Exclamatory sentence- a sentence that expresses strong feeling or emotion and ends with an exclamation point

Explanatory text- a written selection intended to explain an idea, topic or a process

Fact- a statement that can be proven true

**Grade One English Language Arts
Unit 4 Writing**

Future tense- a verb form used to express something that will happen in the time to come
Idea- a thought or plan carefully formed in the mind
Imperative sentence- a sentence that gives a command
Informational text- a selection written to inform
Noun- a part of speech that names a person, place, thing or idea
Past tense- a form of a verb describing action that happened at an earlier time
Plural- the form of a noun that shows more than one person, place or thing
Present tense- a form of a verb that describes action that is happening right now
Publish- the final step in the writing process when the writer's share their work with others
Punctuation- marks or symbols used to make the meaning of written material clear
Recall- to bring back to mind; to remember
Revise- a step in the writing process used to improve the original draft
Singular- the form of a noun that that names one person, place or thing
Source- a person, place or thing that provides information
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic-the main thought of written work
Verb- a part of speech that expresses action or state of being

Assessment	Performance Task
<p><u>Formal</u> - Informational/Explanatory Grade Specific Writing Rubric</p> <p><u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist</p>	TBD

**Grade One English Language Arts
Unit 4 Writing**

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing: All About Nonfiction and Mentor Texts:</i></p> <ul style="list-style-type: none"> • <u>Animals in the Desert</u> by Jo Windsor • <u>An Earthworm’s Life</u> by John Himmelman • <u>Fire Trucks</u> by Carol K. Lindeen • <u>The Life Cycle of a Frog</u> by Bobbie Kalman • <u>Life in an Ocean</u> by Carol K. Lindeen • <u>Mammals</u> by Adele Richardson • <u>Move!</u> by Steve Jenkins • <u>STORMS!</u> by the Editors of time for Kids with Leslie Dickstein • <u>The Vegetables We Eat</u> by Gail Gibbons • <u>Why Do Horses Neigh?</u> by Joan Holub <p>-<i>Fundamentals of Grammar and Mentor Texts:</i></p> <ul style="list-style-type: none"> • <u>Knuffle Bunny Free</u> by Mo Willems • <u>Giraffes Can’t Dance</u> by Giles Andreae <p>-Wright Skills -Sitton Spelling</p>	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.gailgibbons.com/index.htm</p> <p>www.stevejenkinsbooks.com/</p> <p>www.stevejenkinsbooks.com/makingbooks.html</p> <p>www.joanholub.com/index.html</p> <p>http://booksandnature.homestead.com/booksandnature.html</p> <p>http://facthound.com</p> <p>http://teacher.scholastic.com/researchtools/</p> <p>www.teacherwide.com</p>

**Grade One English Language Arts
Unit 4 Writing**

<p><u>Teacher</u></p> <ul style="list-style-type: none">- <i>Fundamentals of Writing: All About Non-fiction</i>- Fundamentals of Grammar- Ledyard High Frequency Word List- <i>Getting Ready to Write</i> by Empowering Writers- <i>Word Matters</i> by Fountas and Pinnell- <i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams- <i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik- <i>Sitton Spelling Sourcebook</i>- <i>Wright Skills</i>	
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Interdisciplinary Connections	

Grade One English Language Arts

Unit 5 Writing

Subject(s)	Writing Language Arts
Unit of Study	Ways to Organize your Thoughts and Ideas When Writing Informational Stories – Unit 5
Pacing	18 instructional days

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.1.SL.3 ASK and ANSWER questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant, details, expressing ideas and feelings clearly.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W2 WRITE informative/explanatory texts in which they NAME a topic, SUPPLY some facts about topic, and PROVIDE some sense of closure.

CCR.1.W.5 With guidance and support from adults, FOCUS on a topic, RESPOND to questions and suggestions from peers, and ADD details to strengthen writing as needed.

CCR.1.W.6 With guidance and support from adults, USE a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.1.W.7 PARTICIPATE in shared research and writing projects.

CCR.1.W.8 With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to answer a question.

CCR.1.L.1c USE singular and plural nouns with matching verbs.

CCR.1.L.1d USE personal possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything)

CCR.1.L.1e 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).

CCR.1.L.1j PRODUCE and EXPAND complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCR.1.L.2a CAPITALIZE dates and names of people.

CCR.1.L.2c USE commas in dates and to separate single words in a series.

Grade One English Language Arts

Unit 5 Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2 <ul style="list-style-type: none"> • Topic • Relevant facts • Beginning, middle and end • Sequence • Closure 	W.2 WRITE (informative/explanatory texts) NAME (a topic) SUPPLY (facts about topic)	1,2,6 1 1
W.5 <ul style="list-style-type: none"> • Topic • How to stay focused on topic 	W.5 FOCUS (on a topic)	4
W.7 <ul style="list-style-type: none"> • Research • Writing Projects 	W.7 PARTICIPATE (in shared research and writing projects)	2, 3, 6
L.1d <ul style="list-style-type: none"> • Personal possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything) 	L.1d USE (personal possessive and indefinite pronouns)	3
L.2a <ul style="list-style-type: none"> • Capitalization rules 	L.2a CAPITALIZE (dates and names of people)	3

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Unit 5 Writing

<p>L.2c</p> <ul style="list-style-type: none"> Rules for when to use a comma 	<p>L.2c USE (commas in dates and to separate single words in a series)</p>	<p>3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> Where do writers get ideas? What do nonfiction writers need to include in their texts? 	<ol style="list-style-type: none"> Writers write about what they know and observe. Writers state a topic and include supporting details in their writing.

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> Writing informative/explanatory pieces of writing with a topic, facts and closure Using personal possessive and indefinite pronouns Capitalizing dates and names of people Using commas in dates and to separate single words in a series. <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> Follow Sitton Spelling Scope and Sequence. The <i>Fundamentals of Writing</i> Unit: All About Non-fiction continues and wraps up in this unit. Students will revise, edit and publish their non-fiction written work on a selected topic. Students will bring their writing to final publication and will be assessed using a Grade 1 Explanatory/Informational Writing Rubric. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 121-122) as well as the 	<p><u>Teacher Notes</u></p>

Grade One English Language Arts

Unit 5 Writing

Formative Assessment Notes when conferencing with students (pages 123-124).

3. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.

Continued from LPS Writing Unit 4

Note: The following **three** lessons are from *Fundamentals of Grammar and Conventions* Unit 2.

- *Fundamentals of Grammar Lesson 4: Delightful, Descriptive Adjectives:* pages 32-36
 - Students will learn that adjectives describe nouns and make sentences more interesting to read.
- *Fundamentals of Grammar Lesson 5: BE There, DO That:* pages 37-40
 - Students will learn how to recognize verbs and learn the role verbs play in sentences.
- *Fundamentals of Grammar Lesson 6: Grammar Tips:* pages 41-43
 - Students will learn how to construct interesting sentences and practice using adjectives, nouns, and verbs correctly in their own writing.

Drafting (continued) pages 79-84

- *Drafting III: Adding Visuals*
 - Students will add visual aids to their drafts to enhance writing.

Revising (pages 85- 89) **Note:** Allow several days for students to revise their writing.

- *Revising I: Hooking Your Readers:*
 - Students will craft their own lead after looking at various leads from the unit books.
- *Revising II: How Does It End?:*
 - Students will write an interesting ending for their nonfiction books after studying the

Grade One English Language Arts

Unit 5 Writing

techniques of various mentor authors.

- *Revising III: Do I Have All That I Need?:*
 - Students will use a revision checklist to make sure that their pieces contain the basic features used in nonfiction books.

Editing pages 99-107

- *Editing I: Stop It, Please!:*
 - Students will choose appropriate ending marks for their sentences and understand how they affect the way their sentences are read and interpreted.
- *Editing II: Check It Out!:*
 - Students will edit their non-fiction piece using a checklist.

Publishing pages 108-116 **Note:** Drafts will be brought to final publication. Time may be provided throughout the day for students to work on final drafts.

- *Publishing I: Cover Me!:*
 - Students will write a title and design a cover for their all-about books.
- *Publishing II: All About the Extras:*
 - Students will create meaningful dedications, special thanks, and/or about the author blurbs to make their books more personal.

Student Self-Reflection pages 117-120

- Students will reflect on what they have written as well as what they have learned about the nonfiction genre and about themselves as writers.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade One English Language Arts

Unit 5 Writing

Vocabulary

Author's Purpose- the reason an author has for writing a selection
Closure- to bring to an end
Comma- a punctuation mark used to separate words, or groups of words, in a sentence
Digital tool- an electronic device used to gather or produce information
Draft- the rough sketch of a written piece; to write ideas down on paper
Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors
Explanatory text- a written selection intended to explain an idea, topic or a process
Fact- a statement that can be proven true
Idea- a thought or plan carefully formed in the mind
Indefinite pronoun- a word that refers to or takes the place of an unspecified person, place or thing
Informational text- a selection written to inform
Possessive- the form of a word that shows ownership
Pronoun- a word that takes the place of a noun
Publish- the final step in the writing process when the writer's share their work with others
Punctuation- marks or symbols used to make the meaning of written material clear
Recall- to bring back to mind; to remember
Revise- a step in the writing process used to improve the original draft
Source- a person, place or thing that provides information
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic- the main thought of written work

Assessment	Performance Task
Formal - Informational/Explanatory Grade Specific Writing Rubric	TBD

Grade One English Language Arts

Unit 5 Writing

<p>Informal</p> <ul style="list-style-type: none"> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist 	
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Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing: All About Nonfiction and Mentor Texts:</i> <ul style="list-style-type: none"> • <u>Animals in the Desert</u> by Jo Windsor • <u>An Earthworm's Life</u> by John Himmelman • <u>Fire Trucks</u> by Carol K. Lindeen • <u>The Life Cycle of a Frog</u> by Bobbie Kalman • <u>Life in an Ocean</u> by Carol K. Lindeen • <u>Mammals</u> by Adele Richardson 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.gailgibbons.com/index.htm</p> <p>www.stevejenkinsbooks.com/</p> <p>www.stevejenkinsbooks.com/makingbooks.html</p> <p>www.joanholub.com/index.html</p> <p>http://booksandnature.homestead.com/booksandnature.html</p> <p>http://facthound.com</p> <p>http://teacher.scholastic.com/researchtools/</p>

Grade One English Language Arts

Unit 5 Writing

<ul style="list-style-type: none">• <u>Move!</u> by Steve Jenkins• <u>STORMS!</u> by the Editors of time for Kids with Leslie Dickstein• <u>The Vegetables We Eat</u> by Gail Gibbons• <u>Why Do Horses Neigh?</u> by Joan Holub <p>-<i>Fundamentals of Grammar</i> and Mentor Texts:</p> <ul style="list-style-type: none">• <u>If You Were An Adjective</u> by Michael Dahl• <u>If You Were a Verb</u> by Michael Dahl <p>-Wright Skills -Sitton Spelling</p> <p><u>Teacher</u></p> <p>-<i>Fundamentals of Writing: All About Non-fiction</i> -<i>Fundamentals of Grammar</i> -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Sitton Spelling Sourcebook</i> -<i>Wright Skills</i></p>	<p>www.teacherwide.com</p>
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Interdisciplinary Connections

Grade One English Language Arts

Unit 6 Writing

Subject(s)	Writing Language Arts
Unit of Study	Opinion/Persuasive Writing – Unit 6
Pacing	25 instructional + 5 days for re-teaching/enrichment

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.1.SL.3 ASK and **ANSWER** questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W.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.

CCR.1.W.5 With guidance and support from adults, **FOCUS** on a topic, **RESPOND** to questions and suggestions from peers, and **ADD** details to strengthen writing as needed.

CCR.1.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Unit 6 Writing

CCR.1.W.7 PARTICIPATE in shared research and writing projects.

CCR.1.W.8 With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to answer a question.

CCR.1.L.1e 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).

CCR.1.L.1j PRODUCE and EXPAND complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCR.1.L.2a CAPITALIZE dates and names of people.

CCR.1.L.2c USE commas in dates and to separate single words in a series

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.1 <ul style="list-style-type: none"> • Opinions • Topic • Reasons • How to logically order ideas • Conclusion/Closure 	W.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) PROVIDE (some sense of closure)	6 1 1 2,6
W.5 <ul style="list-style-type: none"> • How to respond • How to elaborate 	W.5 (With guidance and support from adults) FOCUS (on a topic) RESPOND (to questions and suggestions from peers) ADD (details to strengthen writing as needed)	4 3 6
W.7 <ul style="list-style-type: none"> • Research • Writing Projects 	W.7 PARTICIPATE (in shared research and writing projects)	2,3,6

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Unit 6 Writing

<p>L.1e</p> <ul style="list-style-type: none"> Verb tenses 	<p>L.1e USE (verbs to convey a sense of past, present, and future)</p>	<p>3</p>
<p>L.2a</p> <ul style="list-style-type: none"> Basic capitalization rules 	<p>L.2a CAPITALIZE (dates and names of people)</p>	<p>2,3</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> How do I best communicate my opinion on a particular topic? What makes my writing clear? Why do the rules of language matter? 	<ol style="list-style-type: none"> Good opinion writers address the needs of the audience by giving reasons to support an opinion. Producing clear ideas as a writer involves selecting the appropriate style and structure for an audience and is strengthened through revision and technology. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Learning Activities
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> Writing opinions and supporting them with reasons, adding details to strengthen writing Using singular and plural nouns with matching verbs Using appropriate verb tenses Capitalizing names and dates of people <p><u>Activities</u></p> <p>Notes:</p> <ol style="list-style-type: none"> Follow Sitton Spelling Scope and Sequence The <i>Fundamentals of Writing</i> Unit: Book Review will be used throughout the unit. During this unit, students will

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Unit 6 Writing

develop strategies for forming opinions about what they have read. In their book reviews, students will describe the books they have read, offer opinions about those books, supply reasons to support their opinions as well as provide a sense of closure to their writing. The mentor texts will be used throughout the unit.

3. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 4. **Students will bring their writing to final publication and will be assessed using the Grade One Rubric for Opinion Writing.** Students should be introduced to the rubric at the beginning of the unit. There is also a student performance checklist to use throughout the unit to measure student achievement (pages 177-180).
 5. Additional grammar mini-lessons on singular and plural nouns with matching verbs and using appropriate verb tenses can be added when needed using samples of student writing.
- Follow Immersion Lessons from *Fundamentals of Writing Unit: Book Review*. **Note:** Not all mentor texts are used during the Immersion Lessons. Teachers may also choose to substitute mentor texts.
 - Day 1 & 2: *The Perfect Pet* by Margie Palatini: Students will identify and discuss specific qualities or characteristics of books they love to read,
 - Day 3 & 4: Students will read and explore the essential components of books reviews in order to prepare for writing one of their own. (*Big Al* by Andrew Clements and *When Sophie Gets Angry-Really, Really Angry...* by Molly Bang.)

Generating Ideas

- *Generating Ideas I: Writing the Summary* pages 139-143
 - Students will learn that writers include important information when writing book reviews.
- *Generating Ideas II: Books We Know Well* pages 144-148
 - Students will work with partners to discuss and list books they know well and like.

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Selecting Note: May take a few days

- *Selecting: Choosing a Book to Review* pages 149-154
 - Students will select a book title in which he or she will write a review.

Drafting

- *Drafting I: Supplying Reasons to Support Your Opinion* pages 155-158
 - Students will analyze and discuss the opinion section of a book review to get ready to plan their own reviews.
- *Drafting II: The Recommendation* pages 159-162
 - Students will analyze the recommendation sections of sample book reviews.

Revising Note: May require several days

- *Revising I: Using a checklist to Revise Our Reviews* pages 163-167
 - Students will reread their book reviews to make sure they have included the necessary components.

Editing

- *Editing: Making Our Reviews Easy to Read* pages 168-171
 - Students will edit their book reviews for spelling, grammar, capitalization and tenses.

Publishing Note: May require several days for final drafts to be completed.

- *Publishing: The Look of Our Book Reviews* pages 172-176
 - Students will consider including an Author's Note, a cover, illustrations, and/or digital media to enhance their published pieces.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

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Unit 6 Writing

Vocabulary
<p>Author’s Purpose- the reason an author has for writing a selection</p> <p>Capitalize- to begin a word or group of words with upper case or capital letter</p> <p>Closure- to bring to an end</p> <p>Detail- specific information</p> <p>Draft- the rough sketch of a written piece; to write ideas down on paper</p> <p>Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors</p> <p>Opinion piece- writing that gives one beliefs based on thoughts or feelings rather than on facts</p> <p>Plural- the form of a noun that shows more than one person, place or thing</p> <p>Publish- the final step in the writing process when the writer’s share their work with others</p> <p>Reason- a cause for acting, thinking, or feeling a certain way</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Singular- the form of a noun that names one person, place or thing</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic- the main thought or subject of written work</p> <p>Verb- a part of speech that expresses action or state of being</p>

Assessment	Performance Task
<p><u>Formal</u> -Grade One Opinion Rubric</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment/Checklist -Rubrics</p>	<p>TBD</p>

Grade One English Language Arts

Unit 6 Writing

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none">-Student Work-Language Arts Addendum-<i>Kidwriting</i> Sound Charts-Whiteboards-<i>Fundamentals of Writing</i>: Book Review Mentor Texts:<ul style="list-style-type: none">• <u>Perfect Pet</u> by Marjorie Palatini• <u>You Can Do It, Sam</u> by Amy Hest• <u>Don't Let the Pigeons Stay Up Late</u> by Mo Willems• <u>Stand Tall, Molly Lou Melon</u> by Patty Lovell• <u>Big Sister and Little Sister</u> by Charlotte Zolotow• <u>Sheila Rae, The Brave</u> by Kevin Henkes• <u>A Weekend with Wendell</u> by Kevin Henkes• <u>When Sophie Gets Angry-Really, Really Angry...</u> by Molly Bang• <u>Big Al</u> by Andrew Clement• <u>Good Boy, Fergus</u> by David Shannon-<i>Fundations</i>-Sitton Spelling	<p>www.schoolwide.com</p> <ul style="list-style-type: none">• Unit Resources Planning tool• Links and Videos for teachers• Product Based Opinion Rubric aligned to CCSS• Student Benchmark Exemplars• Digital Appendices

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Unit 6 Writing

Teacher

- Ledyard High Frequency Word List
- Fundamentals of Writing*: Book Review
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Phonemic Awareness in Young Children* by Marilyn Jager Adams
- Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Sitton Spelling Sourcebook*
- Fundations*

Interdisciplinary Connections

Grade One English Language Arts

Unit 7 Writing

Subject(s)	Writing Language Arts
Unit of Study	Choices Authors Make to Tell a Story – Unit 7
Pacing	25 Instructional Days+ 5 days for re-teaching/enrichment

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.1.SL.3 ASK and **ANSWER** questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant, details, expressing ideas and feelings clearly.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W.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.

CCR.1.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.1.W.7 PARTICIPATE in shared research and writing project.

CCR.1.W.8 With guidance and support from adults, **RECALL** information from experiences or **GATHER** information from

Grade One English Language Arts

Unit 7 Writing

provided sources to answer a question.
 CCR.1.L.1a PRINT all upper and lowercase letters.
CCR.1.L.1b USE common proper and possessive nouns.
CCR.1.L.1c USE singular and plural nouns with matching verbs.
 CCR.1.L.1f USE frequently occurring adjectives
CCR.1.L.1g USE frequently occurring conjunctions (e.g., and, but, or, so, because).
 CCR.1.L.1h USE determiners (e.g., articles, demonstratives).
CCR.1.L.1j PRODUCE and **EXPAND** complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3 <ul style="list-style-type: none"> • Narrative writing • Sequences events • Details • Transition words • Closure 	W.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) PROVIDE (some sense of closure)	6 1,6 3 2,6
W.7 <ul style="list-style-type: none"> • Research • Writing Projects 	W.7 PARTICIPATE (in shared research and writing project)	2,3,6
L.1b <ul style="list-style-type: none"> • Proper nouns • Possessive nouns 	L.1b USE (common proper and possessive nouns)	3
L.1g <ul style="list-style-type: none"> • Conjunctions (e.g., and, but, or, so, because) 	L.1g USE (frequently occurring conjunctions)	3

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Unit 7 Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What is my purpose and how do I develop it? 2. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. 2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Writing narratives with two or more sequenced events using details, transition words and adding a sense of closure • Using proper and possessive nouns and conjunctions <p><u>Activities</u></p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Follow Sitton Spelling Scope and Sequence 2. The <i>Fundamentals of Writing</i> Unit: Mem Fox Author Study will be used in Unit 7. Students will be immersed in books written by Mem Fox and will make personal connections, compare books, discuss favorite characters, and retell stories. Students will write about their favorite book and will explain why. Students will also generate ideas for writing based on personal experiences and memories through exploring different purposes for writing. Students will select an idea and decide on a structure for their story. Students will begin to write drafts with a beginning, an effective middle, and an ending that gives a sense of closure. Students will revise stories for effective word choice and sentence fluency before editing work using an editing checklist. Students may choose to bring their writing to final publication. Throughout the unit, 	<p><u>Teacher Notes</u></p>

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Unit 7 Writing

teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 93-94) as well as the Formative Assessment Notes when conferencing with students (pages 95-96).

3. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.
4. Lessons from *The Fundamentals of Grammar and Conventions* will be imbedded into the unit. Additional grammar mini-lessons on proper and possessive nouns and conjunctions can be added when needed.

Immersion Note: The Immersion Lessons from *Fundamentals of Writing: Mem Fox Author Study* are integrated during Reading Unit 6. Consider implementing extension activities. Mentor text summaries can be found on pages 18-19.

Generating Ideas pages 44-61

- *Generating Ideas I: Borrowing Ideas From Characters in Books:*
 - Students will write experiences from their lives to be like the characters from Mem Fox's books.
- *Generating Ideas II: I Care About / I Remember:*
 - Students will think about two different purposes for writing (write about something you care about or write about something you remember) to come up with ideas.
- *Generating Ideas III: Artifacts Hold Stories:*
 - Students will realize that artifacts can hold memories and attempt to create a piece of writing or a drawing that is inspired by an artifact or memory from their own lives.
- *Generating Ideas IV: Show Don't Tell:*
 - Students will practice strategies for showing, not just telling.
- *Generating Ideas V: Writing Our Minds' Surprises:*

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Unit 7 Writing

- Students will share their dreams and wonderings to generate ideas for writing.

Selecting pages 62-65

- *Selecting Ideas: Pattern or Problem/Solution:*
 - Students will choose a topic and decide whether to write a pattern book or a problem/solution story.

Drafting pages 66-76

- *Drafting I: In the Beginning:*
 - Students will use who, what, when, and where questions to write their beginning.
- *Drafting II: Mighty Middle:*
 - Students will write effective middles that show a sequence of events, using temporal words to signal event order.
- *Drafting III: More Than “The End”:*
 - Students will write different kinds of endings and select the one that creates the best signal to their readers that the story is over.

Note: The following **two** lessons are from *Fundamentals of Grammar and Conventions* Unit 3.

- *Fundamentals of Grammar Lesson 5: Modifiers Let Us See Images:* pages 58-60
 - Students will notice how modifiers that are connected to the senses help readers “see” and “experience” a description.
- *Fundamentals of Grammar Lesson 6: Snappy Sentences:* pages 61-63
 - Students will continue to examine the use of modifiers when listening or reading and then try them in their own writing to make snappy sentences.

Revision pages 77-82

- *Revision I: Word Choice:*

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Unit 7 Writing

- Students will practice finding and using the right word in their drafts.
- *Revision II: Sentence Fluency:* **Note:** May want to use *Night Noises* for alliteration.
- Students will reread their writing to listen for the rhythm in their words and to be sure that their sentences sound right.

Note: The following lesson is from *Fundamentals of Grammar and Conventions* Unit 3.

- *Fundamentals of Grammar Lesson 7: Look at All We Have Learned!:* pages 64-67
 - Students will review capitalization, punctuation, and grammar concepts and learn how to use an editing checklist to make sure they have applied the grammar and convention rules they have learned.

Editing pages 83-85

- *Editing I: Making an Editing Checklist:*
 - Students will develop and use an editing checklist to assist in writing well.

Publishing pages 86-89 **Note:** Students may choose to bring draft to final publication.

- *Publishing: Terrific Titles:*
 - Students will think carefully and create a title to give a preview of the characters in their stories.

Self-Reflection (pages 90-92)

- *Self-Reflection:*
 - Students will reflect on the writing lessons and life lessons Mem has taught them in this unit.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

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Unit 7 Writing

Vocabulary
<p>Author’s Purpose- the reason an author has for writing a selection</p> <p>Closure- to bring to an end</p> <p>Common noun- a noun used to name any person, place or thing</p> <p>Conjunction/temporal/transition word- a word that joins other words or phrases</p> <p>Draft- the rough sketch of a written piece; to write ideas down on paper</p> <p>Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors</p> <p>Narrative- a story or description of events that may or may not be true</p> <p>Noun- a part of speech that that names a person, place, thing or idea</p> <p>Opinion piece- writing that gives one’s own belief based on thoughts or feelings rather than on facts</p> <p>Proper noun- the name of a specific person, place or thing</p> <p>Publish- the final step in the writing process when the writer’s share their work with others</p> <p>Reason- a cause for thinking, acting or feeling a certain way</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic- the main thought or subject of written work</p> <p>Verb- a part of speech that expresses action</p>

Assessment	Performance Task
<p><u>Formal</u> -Rubric for Narrative Writing</p> <p><u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric</p>	<p>TBD</p>

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Unit 7 Writing

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none">-Student Work-Language Arts Addendum-<i>Kidwriting</i> Sound Charts-Whiteboards-<i>Fundamentals of Writing</i>: Mem Fox and Mentor Texts:<ul style="list-style-type: none">• <u>Harriet, You'll Drive Me Wild!</u> by Mem Fox• <u>Koala Lou</u> by Mem Fox• <u>Night Noises</u> by Mem Fox• <u>Sleepy Bears</u> by Mem Fox• <u>Sophie</u> by Mem Fox• <u>Tough Boris</u> by Mem Fox• <u>Whoever You Are</u> by Mem Fox• <u>Where Is the Green Sheep?</u> by Mem Fox• <u>Wilfrid Gordon McDonald Partridge</u> by Mem Fox• <u>Zoo-Looking</u> by Mem Fox-<i>Fundamentals of Grammar</i> and Mentor Texts:<ul style="list-style-type: none">• <u>Rain</u> by Manya Stojic-Wright Skills-Sitton Spelling	<p>www.schoolwide.com</p> <ul style="list-style-type: none">• Unit Resources Planning tool• Links and Videos for teachers• Explanatory/Informational Writing Rubric aligned to CCSS• Student Benchmark Exemplars• Digital Appendices <p>www.childrenslit.com/f_memfox.html</p>

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Unit 7 Writing

<p>Teacher</p> <ul style="list-style-type: none">- <i>Fundamentals of Writing</i>: Mem Fox- Fundamentals of Grammar- Ledyard High Frequency Word List- <i>Getting Ready to Write</i> by Empowering Writers- <i>Word Matters</i> by Fountas and Pinnell- <i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams- <i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik- <i>Sitton Spelling Sourcebook</i>- <i>Wright Skills</i>	
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Interdisciplinary Connections	

Grade One English Language Arts

Unit 8 Writing

Subject(s)	Writing Language Arts
Unit of Study	Choices Authors Make to Inform – Unit 8
Pacing	25 instructional days + 5 days for re-teaching/enrichment

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.1.SL.3 ASK and ANSWER questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCR.1.SL.4 DESCRIBE people, places, things, and events with relevant, details, expressing ideas and feelings clearly.

CCR.1.SL.5 ADD drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCR.1.SL.6 PRODUCE complete sentences when appropriate to task and situation.

Note: Speaking and Listening Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.1.W.2 WRITE informative/explanatory texts in which they name a topic, SUPPLY some facts about topic, and PROVIDE some sense of closure.

CCR.1.W.5 With guidance and support from adults, FOCUS on a topic, RESPOND to questions and suggestions from peers, and ADD details to strengthen writing as needed.

CCR.1.W.6 With guidance and support from adults, USE a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.1.W.7 PARTICIPATE in shared research and writing projects.

CCR.1.W.8 With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to answer a question.

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Unit 8 Writing

CCR.1.L.1a PRINT all upper and lowercase letters.

CCR.1.L.1b USE common proper and possessive nouns.

CCR.1.L.1f USE frequently occurring adjectives

CCR.1.L.1g USE frequently occurring conjunctions (e.g., *and, but, or, so, because*).

CCR.1.L.1h USE determiners (e.g., articles, demonstratives).

CCR.1.L.1j PRODUCE and EXPAND complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2 <ul style="list-style-type: none"> • Informational/Explanatory writing • Topic • Audience • Facts • Closure 	W.2 WRITE (informative/explanatory texts in which they name a topic) SUPPLY (some facts about topic) PROVIDE (some sense of closure)	6 1 2,6
W.5 <ul style="list-style-type: none"> • How to respond • How to elaborate 	W.5 (With guidance and support from adults) FOCUS (on a topic) RESPOND (to questions and suggestions from peers)	4 3
W.7 <ul style="list-style-type: none"> • Research • Writing Projects 	ADD (details to strengthen writing as needed) W.7 PARTICIPATE (in shared research and writing projects)	6 2,3,6
L.1b <ul style="list-style-type: none"> • Proper nouns • Possessive nouns 	L.1b USE (common proper and possessive nouns)	3

Grade One English Language Arts

Unit 8 Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. What is my purpose and how do I develop it?2. What makes my writing clear?3. Why do the rules of language matter?	<ol style="list-style-type: none">1. Writing should be focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.2. Producing clear ideas as a writer involves selecting the appropriate style and structure for an audience and is strengthened through revision and technology.3. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

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Grade One English Language Arts

Unit 8 Writing

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Writing informative/explanatory texts based on a topic, supporting it with details and adding closure to writing• Revising work based on teacher and peer feedback• Using common proper and possessive nouns <p><u>Activities</u></p> <p>Notes:</p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing</i> Unit: Functional Writing will begin in this unit. Students will3. Pacing for lessons is noted but may be adjusted based on student needs. Lessons from <i>The Fundamentals of Grammar and Conventions</i> will be imbedded into the unit. Additional grammar mini-lessons can be added when needed. <ul style="list-style-type: none">• Follow Immersion Lessons from Fundamentals of Writing: Functional Writing. (Days 1-5)<ul style="list-style-type: none">○○○○○	<p><u>Teacher Notes</u></p>

Grade One English Language Arts

Unit 8 Writing

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Vocabulary

Author's Purpose- the reason an author has for writing a selection

Closure- to bring to an end

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Fact- a statement that can be proven true

Possessive noun- the form of a word that shows ownership

Proper noun- the name of a specific person, place or thing

Publish- the final step in the writing process when the writer's share their work with others

Reason- a cause for acting, thinking or feeling a certain way

Revise- a step in the writing process used to improve the original draft

Title- the name given to a book, story, poem or other work

Topic- the main thought or subject of written work

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Unit 8 Writing

Assessment	Performance Task
<p>Formal -Rubric</p> <p>Informal -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric</p>	<p>TBD</p>

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -<i>Fundamentals of Writing: Functional Writing and Mentor</i> Texts: • •</p>	<p>www.schoolwidenetwork.com</p>

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Unit 8 Writing

<ul style="list-style-type: none">••• <p>-<i>Fundamentals of Grammar</i> and Mentor Texts:</p> <ul style="list-style-type: none">••• <p>-Wright Skills -Sitton Spelling</p> <p><u>Teacher</u></p> <ul style="list-style-type: none">- <i>Fundamentals of Writing: Functional Writing</i>-Fundamentals of Grammar-Ledyard High Frequency Word List-<i>Getting Ready to Write</i> by Empowering Writers-<i>Word Matters</i> by Fountas and Pinnell-<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik-<i>Sitton Spelling Sourcebook</i>-<i>Wright Skills</i>	
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Interdisciplinary Connections	