

# Grade 1 ELA Writing

## Link Community Charter School

UNITS (7/7 SELECTED)

SUGGESTED DURATION

<input type="checkbox"/> Unit 1: Small Moments	<i>30 lessons</i>
<input type="checkbox"/> Unit 2: How To (If....Then)	<i>30 lessons</i>
<input type="checkbox"/> Unit 3: Nonfiction Chapter Books	<i>30 lessons</i>
<input type="checkbox"/> Unit 4: Writing Reviews	<i>30 lessons</i>
<input type="checkbox"/> Unit 5: Writing Fiction on Series Books	<i>30 lessons</i>
<input type="checkbox"/> Unit 6: Poetry and Songs (If....Then) Optional	<i>1 lessons</i>
<input type="checkbox"/> Unit 7: Nonfiction Book Clubs *Optional	<i>1 lessons</i>

# Unit 1: Small Moments

Grade 1 ELA Writing - Last Updated on July 20, 2022

## STANDARDS ADDRESSED

<b>National Common Core - Grade 1 - English Language Arts (ELA)</b>
CCSS.ELA-Literacy.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCSS.ELA-Literacy.W.1.7
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCSS.ELA-Literacy.SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.1.6
Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.1a
Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1b
Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1c

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Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-Literacy.L.1.1d

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

CCSS.ELA-Literacy.L.1.1e

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).

CCSS.ELA-Literacy.L.1.1f

Use frequently occurring adjectives.

CCSS.ELA-Literacy.L.1.2b

Use end punctuation for sentences.

CCSS.ELA-Literacy.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.4b

Use frequently occurring affixes as a clue to the meaning of a word.

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## DESIRED RESULTS

### Established Goals

#### Small Moments

#### Unit 1

This first unit is designed to help students work with independence, confidence, and stamina. Children are encouraged to write about small moments, and this level of focus enables them to write with more detail, including showing a character's small actions, dialogue, and internal thinking. Children produce lots and lots of Small Moment stories and move with independence through the writing process: choosing an idea, planning their writing by sketching stories across 3-5 page booklets, storytelling repeatedly until the story feels just right. In the final bends of this unit, children will engage in the vitally important process of revision. Children will study the author's craft by engaging in deep analysis of mentor texts. Simultaneously, they will use checklists and learning progressions to help them set goals for improving their own writing. Because so much of the work of this unit requires the habits of revision and reflection, it is necessary to establish writing partnerships immediately. Peer partnerships will support goal setting, providing feedback, and celebrating successes throughout the writing process. It also sets the expectation that authors write with their audience in mind.

### Transfer

Students will be able to independently use their learning to...successfully write a small moment piece including colorful details, character actions, dialogue and internal thinking. Children will also write and revise a selected piece for publishing in this unit. In addition, children will work closely with partners which will support goal setting and feedback. Partnerships will also support the idea that children are writing for an audience.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- There are structures in place for writers to follow to be successful.
  - Writers write long and strong, with great volume and stamina.

#### Essential Questions

Students will keep considering...

- What is a writer's workshop?
  - What is a small moment? How can I write with focus?
  - How do writers use what they know to make

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Meaning	
<ul style="list-style-type: none"> <li>● A small moment is a story about a small event in one’s life, written with detail and elaboration.</li> <li>● Writers can incorporate word study concepts and high frequency word walls to make writing more understandable to others.</li> <li>● Writers use partnerships as a way to lift our writing and understand ways to better write for our readers.</li> <li>● Writers can use mentor texts to study the author's craft and then try out some of those craft moves. too.</li> </ul>	<p>writing clear?</p> <ul style="list-style-type: none"> <li>● How do authors improve their writing?</li> <li>● How do authors communicate their ideas to an audience?</li> </ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to gather for daily writing workshop</li> <li>• What productive work looks like and sounds like during workshop time.</li> <li>• How to touch and tell and rehearse for their writing.</li> <li>• The writing process: rehearsing, drafting, revising an editing</li> <li>• How to zoom in and focus on a small moment</li> <li>• How to write the beginning and end of a small moment.</li> <li>• How to unfold the action, a little at a time telling about the events of a story in order of occurrence.</li> <li>• How to bring characters to life in their small</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• the routines and procedures for gathering for Writing Workshop.               <ul style="list-style-type: none"> <li>● Working productively and responsibly during workshop time.</li> <li>● Rehearsing for writing by (touching and telling).</li> <li>● Following a writing process of rehearsal, drafting, revising and editing.</li> <li>● Zooming in to focus on a small moment.</li> <li>● Writing a beginning, middle, and end to a small moment</li> <li>● Unfolding the action bit-by-bit, telling what happened first, and next, and finally using</li> </ul> </li> </ul>

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## Acquisition

moments.

- to work with a partner and add ideas into their writing
- use their phonics knowledge to stretch our words in their writing, and use smaller words to pell bigger words
- Use resources around the classroom: anchor charts, word all, sight word rings, etc.
- what a responsible writing partner looks like, sounds like and is like.
- use the skill of rereading and draw on everything they know to make their story richer.

transition words.

- Bringing characters to life (i.e., move, speak, feel)
- Developing writing by adding details to the words and pictures.
- Developing writing by responding to questions and suggestions from writing partners and/or teacher
- Stretching words out phoneme by phoneme to spell them.
- Using familiar words or parts of words to spell new words.
- Using the class word wall to edit writing.
- Writing sentences that begin with a capital letter and end with a punctuation mark.
- the responsibilities of a good writing partner (looking at your partner, sharing your thinking, taking turns, speaking loud enough to be heard).
- Rereading their stories, drawing on everything they know to make them better.
- Studying mentor authors to learn and try new craft moves.

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## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Narrative Writing Rubric</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"><li>● Accountable talk with partners</li><li>● Teacher observations</li><li>● Conferences and small groups</li><li>● Writers' booklets/notebooks</li><li>● Student goals/reflections</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>● On-Demand Assessments</li><li>○ Writing Pathways: Performance Assessments and Learning Progressions, K-5 (Narrative)</li><li>● Reading &amp; Writing Project Assessments</li><li>○ Concepts of Print</li><li>○ High Frequency Words</li><li>○ Letter Sounds Identification</li><li>● Published writing pieces</li></ul>
	<p>Other Evidence:</p>



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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### Part 1: Writing Small Moment Stories With Independence

Mentor Texts: Night of the Veggie Monster, A Chair for My Mother,

Peter's Chair, Joshua's Night Whispers

#### Lesson 1: Lives are Full of Stories to Tell

TP: When authors write a Small Moment story, they think of an idea, then they plan, and then they write the story across pages of a book.

How to Write a Story

- Think of an idea (a thing you do, a thing that happened to you)
- Plan
- Write

#### Lesson 2: Planning for Writing (Touch, Tell, Sketch, Write)

TP: After writers come up with an idea for stories, they plan by doing this: touch, tell, sketch, then write.

How to Write a Story

- Think of an idea (a thing you do, a thing that happened to you)
- Plan (touch and tell, then sketch across pages)
- Write

#### Lesson 3: Use Pictures to Add On

TP: Writers have a saying, "when you're done you've just begun!"

Writers finish a piece and then go back and revise by adding more.

They often look at the pictures and think, "who, where, when, what, how?"

How to Write a Story

- Think of an idea (a thing you do, a thing that happened to you)
- Plan (touch and tell, then sketch across pages)
- Write

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- Revise (who, where, when, what, how)

## Lesson 4: Stretching Words to Spell Them

TP: When you want to write a word you don't "just know," you've got to work hard to hear and write all the sounds. Say the word while you slide your finger slowly across the page, hear the first sounds, and write that sound down. Do this until there are no more sounds.

Ways to Spell Words

- Say it, slide it, hear it write it
- Use snap words
- Listen for little words inside

## Lesson 5: Zooming In (Focusing on Small Moments)

TP: Instead of writing about big topics (watermelon), writers write about teeny tiny (seed) stories - little stories inside the one big topic.

## Lesson 6: Partnerships and Storytelling

TP: Writers have partners who help them with writing. One way writing partners help each other is by helping each other plan how stories will go. They tell each other stories, using the exact words they will write, and then they try to tell the stories again with even more details.

Storytelling With a Partner

- First partner tells the story
- Next partner pictures it and asks questions
- First partner tells the story again, saying more
- Partners switch!

## Lesson 7: Reading Our Writing Like We Read Books

TP: Writers go from being the writer to being the reader. When writers reread books, they read just as if they are reading a published book. Sometimes writers mess up and say, "oops!" and fix the problem.

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## Part 2: Bringing Small Moments to Life

### Lesson 8: Unfreezing Our Characters and Our Writing

TP: You can make your stories come to life! You can 'unfreeze' the people in your stories by making them move.

Ways to Bring Stories to Life

- Unfreeze people (make them move and talk)

### Lesson 9: Telling Stories in Itsy-Bitsy Steps

TP: When writers want to write stories that come to life on the page, they tell stories in small steps, bit by bit.

Ways to Bring Stories to Life

- Unfreeze people (make them move and talk)
- Tell small steps

### Lesson 10: Bringing What's Inside Out

TP: Writers bring stories to life by including what the characters feel and think.

Ways to Bring Stories to Life

- Unfreeze people (make them move and talk)
- Tell small steps
- Bring out the inside - make people feel and think

### Lesson 11: Use Drama to Bring Stories to Life

TP: One way to bring a story to life is to act out what really happened, either with a partner or in your mind, noticing what you can add to your story.

### Lesson 12: Using Familiar Words to Spell New Words

TP: When you want to write a word you don't know how to spell, it helps to find a word you already know that sounds like it.

Ways to Spell Words

- Say it, slide it, hear it write it
- Use snap words
- Listen for little words inside
- Use words you know

### Lesson 13: Editing (Capital Letters & End Marks Help Readers)

TP: Writers use marks on the page to help readers read their stories in ways that make them great stories.

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- Exclamation points for exciting parts
- Periods for calming parts
- Capital letters when starting a new part

## Part 3: Studying Other Writers

Mentor Text: Night of the Veggie Monster

Lesson 14: Studying a Story to Learn Ways the Author Makes it Special

TP: Writers read books written by other authors and say, “Oh my goodness! He just did something special in his book that I want to try in my own writing!” and then they try it.

Learning Craft Moves from a Mentor Author

What did George McClements do?

1. Wrote ELLIPSES in the middle of a sentence
  - a. To build excitement!

Lesson 15: Trying Out a Craft Move from a Mentor Text

(Writing with Exact Actions)

TP: When writers want to make their stories really special they can turn to craft moves they’ve learned from studying mentor authors. Once they’ve found a move that fits their purpose, they can try it in their own writing. One craft move writers use is telling the exact actions people do.

Learning Craft Moves from a Mentor Author

What did George McClements do?

1. Wrote ELLIPSES in the middle of a sentence
  - a. To build excitement!
2. Wrote EXACT ACTIONS that people do
  - a. To make a movie in the reader’s mind

## Lesson 16: Trying Out a Craft Move from a Mentor Text

(Writing with Pop-Out Words)

TP: Writers don’t just notice craft moves, they try them! We found writers make some words big, bold, and different shapes to show that these words are important to the story and should be read in a strong voice.

Learning Craft Moves from a Mentor Author

What did George McClements do?

1. Wrote ELLIPSES in the middle of a sentence

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- a. To build excitement!
2. Wrote EXACT ACTIONS that people do
  - a. To make a movie in the reader's mind
3. Wrote some words that POP OUT
  - a. To tell the reader to read with a strong voice

### Lesson 17: Turning to Other Mentor Texts

TP: Writers study the books they love to find new tricks or craft moves for writing well. Writers ask, “what does this special author do in his or her writing that I could try?”

#### Part 4: Fixing & Fancying Up Writing

### Lesson 18: Using All We Know to Revise

TP: Writers get ready to publish a story by first choosing one that they want to share with the world. Then they revise it using all they know.

Show Part 1 anchor chart: Ways to Bring Stories to Life

Show Part 2 anchor chart: Learning Craft Moves from a Mentor Author

### Lesson 19: Editing With a Checklist

TP: When writers are ready to publish, they make sure the writing is easy to read. One way they do this is to use an editing checklist that reminds them of all they know about helping readers read stories.

#### *My Editing Checklist*

- *I put spaces between my words*
- *I checked the word wall*
- *I spelled tricky words the best I can. I wrote letters for most of the sounds*
- *I used punctuation and capital letters to start sentences*
- *I can read my writing and my friend can read most of my writing without help*

### Lesson 20: Making Books Ready for the Library

TP: Writers put a lot of finishing touches on books so that they are ready to go in the library for others to read. If writers aren't sure what to do, they can look at a mentor text.

### Lesson 21: A Writing Celebration

#### *Celebration Ideas*

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- *Simple sharing of books in small circles to be adding to the classroom library*
- *Decorate the classroom with a special “Congratulations to our Small Moment Writers!”*
- *Basket in classroom library labeled, “Small Moment Stories”*
- *Give writers compliments verbally or on chart paper*
- *Have students come up to the front of the classroom to share his/her small moment story*

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## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher Resources:

- Unit of Study, Small Moments, by Lucy Calkins
- The Writing Strategies Book by Jen Serravallo
- Fountas & Pinnell Guided Literacy Continuum
- Teacher-selected books for book talks and modeling good writing behaviors

writing behaviors

● Mentor Text:

- Night of the Veggie Monster by George

McClements

- A Chair for My Mother by Vera Williams
- Peter's Chair by Ezra Jack Keats
- Joshua's Night Whispers by Angela Johnson

Student resources:

- Unit/lesson anchor charts
- Letter formation charts
- Differentiated writing paper
- Modeled writing pieces
- Narrative Writing Checklist

Digital Resources:

- Units of Study Online Resources

### Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

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- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

See Modifications & Accommodations List



## Unit 2: How To (If....Then)

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### STANDARDS ADDRESSED

<b>National Common Core - Grade 1 - English Language Arts (ELA)</b>
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCSS.ELA-Literacy.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCSS.ELA-Literacy.SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

## Unit 2: How To (If....Then)

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CCSS.ELA-Literacy.SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.1.6
Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.1a
Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1b
Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.L.1.1e
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).
CCSS.ELA-Literacy.L.1.1f
Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1g
Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.1h
Use determiners (e.g., articles, demonstratives).

## Unit 2: How To (If....Then)

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CCSS.ELA-Literacy.L.1.1i

Use frequently occurring prepositions (e.g., during, beyond, toward).

CCSS.ELA-Literacy.L.1.1j

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

## Unit 2: How To (If....Then)

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### DESIRED RESULTS

Established Goals
<p><b>Unit #2: How-To Books</b> <b>(Writing to Teach Others)</b></p>
<p>This unit is designed to teach students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know. For some children, this unit sets them up to write more than one how-to text a day. Other children will benefit most from being channeled toward writing more detailed, elaborated texts. Talk up the choice of longer (five- to six-page) booklets, with extra single pages available, to encourage these writers to add yet more pages as they add more and more detail.</p>

Transfer
<p>Students will be able to independently use their learning to...teach something to an audience of readers and writers, writing longer more complex texts throughout this unit.</p>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p>	<p>Students will keep considering...</p>

## Unit 2: How To (If....Then)

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Meaning	
<ul style="list-style-type: none"> <li>• Writing is a process and every step of the process is important               <ul style="list-style-type: none"> <li>• Writers write long and strong with great volume and stamina</li> <li>• How-To writing contains content-specific expert language as well as descriptive language</li> <li>• Writing can come in steps</li> <li>• Writers often teach their audience about something they know well</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What type of information can be shared through writing?               <ul style="list-style-type: none"> <li>• How can we communicate our ideas through writing?</li> <li>• Why is it important to think about our audience when we write?</li> <li>• How can we learn from other authors?</li> <li>• Why is it important for me to check my conventions when editing my writing?</li> </ul> </li> </ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Writing is a process and every step of the process is important</li> <li>• Writers write long and strong with great volume and stamina</li> <li>• How-To writing contains content-specific expert language as well as descriptive language</li> <li>• Writing can come in steps</li> <li>• Writers often teach their audience about something they know well</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Engaging in the writing process to create, refine, and share our ideas.               <ul style="list-style-type: none"> <li>• Constructing procedural writings that are explicit, clear, and sequential.</li> <li>• Revising writing to improve clarity for the audience.</li> <li>• Arranging their topic using the touch and tell strategy.</li> <li>• Using the word “you” in writing their how-to-books.</li> <li>• Choosing a topic from what they already know.</li> <li>• Studying how-to books as models for our own how to books.</li> <li>• Writing how-to books to teach about the world</li> </ul> </li> </ul>

## Unit 2: How To (If....Then)

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Acquisition	
	<p>around them.</p> <ul style="list-style-type: none"> <li>● Labeling their diagrams to teach even more about their topic.</li> </ul>

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"> <li>○ Informational Writing Rubric</li> </ul>	<p>Performance Task(s):</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>● Accountable talk with partners</li> <li>● Teacher observations</li> <li>● Conferences and small groups</li> <li>● Writers' booklets/notebooks</li> <li>● Student goals/reflections</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● On-Demand Assessment</li> <li>● Reading &amp; Writing Project Assessments</li> <li>○ Concepts of Print</li> <li>○ High Frequency Words</li> <li>○ Letter Sounds Identification</li> <li>● Published writing pieces</li> </ul>
	<p>Other Evidence:</p>

## Unit 2: How To (If....Then)

Grade 1 ELA Writing - Last Updated on July 21, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Part 1: Writing How-To Books, Step by Step

Mentor Texts: My First Soccer Game by Alyssa Capucili

How to Babysit a Grandma by Jean Regan

(or any other resource listed below in Teacher Resources)

Lesson 1: Writers Study the Kind of Writing They Plan to Make

TP: There are many different kinds of writing. Before writers write, the writer thinks, “What kind of writing am I making?” Writers do this by:

- Think, “what kind of writing am I making?”
- Study what kind of writing goes into those books
- Begin planning your book

##### Lesson 2: Writers Use What They Already Know

(Touching and Telling the Steps across the Pages)

TP: When you write a how-to book, there are new things you do but it also helps to use some of the old writing techniques you already learned when you were writing stories. You still say what you are going to write across the pages, touch and tell, and you still draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step.

#### Writing a How-To Book

- **Tell what to do in steps (First, Next, Then..)**
- **Numbers the steps (1, 2, 3..)**
- **Sketch a picture for each step**

Lesson 3: Writers Become Readers, Asking, “Can I follow this?”

TP: How-to writers don’t just reread the words, touching them with a finger or a pencil. How-to writers also reread to check that the writing makes sense.

- Read your writing to your partner one step at a time
- Think, “can I follow this?”
- STOP the writer if a part is confusing
- Fix-up your writing

Lesson 4: Writers Answer a Partner’s Question

TP: Writers feel really lucky if they have readers who not only try to follow the directions, but also who speak up and say things like,

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“wait! I’m confused” or “can you explain that more?”

Lesson 5: Writers Label Diagrams to Teach Even More Information

TP: One way writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to book by making detailed diagrams and by labeling these diagrams using the most precise, specific words they can.

Adding Details to Information Books

1. Add Diagrams

- Use labels with specific words

Writing a How-To Book

- Add: Has labels to teach

### **Lesson 6: Writers Write as Many Books as They Can**

TP: Once writers know all the steps to writing a how-to book, and they have slowly and carefully written 1-2 books, they need to learn to do all those steps much more quickly. The best way to learn that is to practice and to push yourself.

- Practicing good habits of writing
- Keeping pencils in your hand the whole time
- Remembering, “when you’re done, you’ve just begun!”

### **Lesson 7: Writers Reflect and Set Goals to Create Their Best Information Writing**

TP: Even though you are learning all new important things about how-to books, you still need to remember everything you’ve learned about writing informational books

(Handout some type of informational writing checklist of your choice)

Reflecting and Setting Goals in Writing

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you included that.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to set goals and plan your writing work



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### Part 2: Using Mentor Texts for Inspiration

(Revising Old How-To Books and Writing New Ones)

Mentor Text: My First Soccer Game by Alyssa Capucilli

#### Lesson 8: Writers Emulate Features of Informational Writing Using a Mentor Text

TP: Guided Inquiry - What are some things author Alyssa Capucilli does as a writer that I might try and why does she do those things?

Learning From a Mentor How-To Text

1. The title tells what the book is about
2. Pictures that teach
3. List of things you need
4. Important parts in bold

#### Lesson 9: Writing for Readings (Using the Word You)

TP: When you're writing a how-to book, your words need to reach your reader. And that reader might be standing there, with something half-made, half-done, waiting to hear what to do next.

Talk to Your Reader

1. Say the words, "First you..and then you .."

Learning From a Mentor How-To Text

Add: Talks to reader

#### Lesson 10: Picture Each Step and Then Choose Exact Words

TP: To write how-to books that readers can easily follow, it is important to remember yourself doing something and to picture it, almost like you're watching a video in slow motion. Pause at times to yourself and say, "what exact words describe what I just did?"

#### Lesson 11: Warnings, Suggestions, and Tips

TP: In how-to books writers don't just teach the steps. Writers add little warning and tips. They do this by thinking about how the reader could go wrong and then adding in advice

- Add a warning (Be careful..)
- Add a tip (Remember to..)
- Add a suggestion (You should..)

Learning From a Mentor How-To Text

Add: Warnings, Tips & Suggestions

#### Lesson 12: Using Comparisons to Give Readers Clear Directions

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TP: Another way writers show readers exactly what they mean for them to do is to make comparisons.

- Think: “what is this like?”
- Make a comparison using the word like

Learning From a Mentor How-To Text

Add: Comparisons

### Part 3: Keeping Readers in Mind

#### Lesson 13: Writing Books About Things You Learn Throughout the Day

TP: You learn to do things at school and at home. You can write how-to books that help others learn something that you just learned in school yesterday! There are lots of objects in school that can remind you of how-to books you could write.

- Think about something you learned in school/home
- Picture what the steps are
- List the steps across your fingers
- Write the steps

#### Lesson 14: Writing a Series or Collection of How-To Books

TP: When you really love a topic, when it is something that is a big part of your life, or if it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways.

How-To Book Collections

1. Look through your writing folder for a how-to book you really loved.
2. Take it out and think of another how-to book you could make on the same topic (animals, food, books etc).
3. When you are finished, see if there is another one and another one...

#### Lesson 15: Writers Write Introductions and Conclusions

TP: Writers of how-to books often write a special page to introduce their book to help their readers understand their topic.

How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page to give the readers some information or facts so

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the rest of the how-to book will make more sense.

Introducing How-To Books

1. Think of an introduction for your book (gets the reader ready to learn).

- “Where did your idea come from?”
- “Why is this book important to read?”
- Pretend the reader does not know about this topic. Tell them a bit of information/facts so they won’t get confused.

2. Write your introduction.

### Lesson 16: Making Books Easy to Read

TP: Writers don’t just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.

Flipping Between Writing and Reading

1. Write a little.
2. Read what you wrote.
3. Repeat.

### Part 4: Giving How-To Books as Gifts

#### Lesson 17: Books Make Wonderful Gifts

TP: How-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people to let everybody know who the book was really written for.

#### Dedication Pages

1. Choose a book that you would like to give as a gift.
2. Think of who you would like to give it to.
  - Someone who would be interested in the topic.
  - Someone who might not know how to do what you are teaching.
3. Write your dedication page.
  - Say, “To: \_\_\_\_\_” and “From \_\_\_\_\_”
  - Include a little bit about why the book is dedicated to that person.

#### Lesson 18: Preparing for Publishing Party

TP: You can be an editor and edit your own writing to make sure it’s easy for readers to read. You can use our

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new editing

checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters

in words, and that you spelled word wall words correctly.

My Editing Checklist

- I put spaces between my words
- I checked the word wall
- I spelled tricky words the best I can. I wrote letters for most of the sounds
- I used punctuation and capital letters to start sentences
- I can read my writing and my friend can read most of my writing without help

### Lesson 19: A Writing Celebration

#### Celebration Ideas

- Simple sharing of books in small circles to be adding to the classroom library
- Decorate the classroom with a special “Congratulations to our How-To Writers!”
- Basket in classroom library labeled, “How-To Stories”
- Give writers compliments verbally or on chart paper
- Have students come up to the front of the classroom to share his/her how-to book

#### Summary of Key Learning Events and Instruction:

## Unit 2: How To (If....Then)

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher Resources:

- Unit of Study K Unit, How-To, by Lucy Calkins
- The Writing Strategies Book by Jen Serravallo
- Fountas & Pinnell Guided Literacy Continuum
- Teacher-selected books for book talks and modeling good writing behaviors

writing behaviors

● Mentor Texts:

- “How to Carve a Pumpkin” page in The Pumpkin

Book by Gail Gibbons

- How to Make a Bird Feeder by Liyala Tuckfield
- How to Make Salsa by Jamie Lucero
- Make a Valentine by Dale Gordon
- How to Make a Hotdog by Joy Cowley
- Walk On! by Marla Frazee
- My First Soccer Game by Alyssa Capucilli
- How to Babysit a Grandma by Jean Reagan

Student resources:

- Unit/lesson anchor charts
- Letter formation charts
- Differentiated writing paper
- Modeled writing pieces
- How-To Planning Sheet

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

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- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

See Modifications & Accommodations List

## Unit 3: Nonfiction Chapter Books

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### STANDARDS ADDRESSED

<b>National Common Core - Grade 1 - English Language Arts (ELA)</b>
CCSS.ELA-Literacy.W.1.7
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CCSS.ELA-Literacy.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCSS.ELA-Literacy.SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.5

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Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.1.6
Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.1a
Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1b
Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.L.1.1e
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).
CCSS.ELA-Literacy.L.1.1f
Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.2e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCSS.ELA-Literacy.L.1.2d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-Literacy.L.1.2c
Use commas in dates and to separate single words in a series.



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CCSS.ELA-Literacy.L.1.2b
Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.2a
Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.1j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.L.1.1i
Use frequently occurring prepositions (e.g., during, beyond, toward).
CCSS.ELA-Literacy.L.1.1g
Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.1h
Use determiners (e.g., articles, demonstratives).

# Unit 3: Nonfiction Chapter Books

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## DESIRED RESULTS

### Established Goals

This unit prepares children to write informational texts of all sorts across this year’s curriculum. Because this unit is foundational, undergirding children’s reading of informational texts and enabling their cross-curricular writing, it is well positioned early on in first grade. This unit channels first graders’ youthful confidence and passion about topics that matter most to them. First graders love the chance to teach you and the world! This is also a wonderfully supportive unit for your striving learners, who will come alive when given the opportunity to teach what they already know! This unit takes children on a writing journey that builds in sophistication. It begins with instruction on how to make a basic type of information book—and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words. The unit closes with lessons on craft and thoughtful punctuation, which will add a flourish to the powerful writing first graders are now doing in their information books. All this work culminates into a sharing celebration, where authors and audience teach and learn from one another.

### Transfer

- Students will be able to independently use their learning to...
- write stories on topics that are important to them.
  - use what is instructed to create an informational text.
  - use thoughtful punctuation in their writing

### Meaning

#### Big Ideas & Understandings

Students will understand that....

#### Essential Questions

Students will keep considering...

## Unit 3: Nonfiction Chapter Books

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### Meaning

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Writers write to teach what they know well.</li><li>• Writers revise to make writing better.</li><li>• Writers elaborate to make writing stronger</li></ul> | <ul style="list-style-type: none"><li>• How do writers write to teach what they know?<ul style="list-style-type: none"><li>• How do nonfiction writers make their stories easy to understand?</li></ul></li></ul> |
|---|---|

### Acquisition

#### Knowledge

#### Skills

- |  |  |
|--|--|
| <p>Students will know...</p> <ul style="list-style-type: none"><li>• that readers read several books about one topic to become an expert in that topic.</li><li>• that text features will help them make sense of more complex texts</li><li>• strong writers organize information into specific categories.</li><li>• That their stories have an opening and a closing.</li><li>• that asking and answering questions about their topics will lead to deeper learning</li><li>• that setting goals for their writing will help them along the continuum</li></ul> | <ul style="list-style-type: none"><li>• Read several books about one topic so that they can become experts on that topic.</li><li>• Nonfiction writers use text features to help make complex ideas easier for their readers to understand.</li><li>• Nonfiction writers organize information into categories.</li><li>• Introducing information and provide a sense of closure.</li><li>• Ask and answer questions.</li><li>• Self-assess and set goals for their writing</li></ul> |
|--|--|

# Unit 3: Nonfiction Chapter Books

Grade 1 ELA Writing - Last Updated on July 21, 2022

## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>○ Informational Writing Rubric</li></ul>	<p>Performance Task(s):</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>● Accountable talk with partners</li><li>● Teacher observations</li><li>● Conferences and small groups</li><li>● Writers' booklets/notebooks</li><li>● Student goals/reflections</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>● On-Demand Assessment</li><li>○ Writing Pathways: Performance Assessments and Learning Progressions, K-5 (Informational)</li><li>● Reading &amp; Writing Project Assessments</li><li>○ Concepts of Print</li><li>○ High Frequency Words</li><li>○ Letter Sounds Identification</li><li>● Published writing pieces</li></ul>
	<p>Other Evidence:</p>

## Unit 3: Nonfiction Chapter Books

Grade 1 ELA Writing - Last Updated on July 21, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Part 1: Writing Teaching Books With Independence

Mentor Text: Sharks!

##### Lesson 1: Writers Get Ready to Write by Teaching All About a Topic

TP: To get started writing a teaching book, a writer often becomes a teacher and teaches people all about the topic. When doing that teaching, many writers find it helps to use a teaching voice and to use fingers to organize information. That way the writer teaches one thing and then another and another about the topic.

##### Lesson 2: Writers Tell Information Across Fingers, Sketch, and Write

TP: Writers plan how books will go. You can plan your teaching book by saying your information across your fingers and then quickly sketching something you'll write on each of the pages.

How to Write a Teaching Book

1. Think of a topic
2. Plan
3. Write the words

##### Lesson 3: Writers Keep Readers in Mind, Writing to Answer ?

TP: Writers do more than plan. Writers also think about students. Teachers think, "who am I teaching?" and then when they have those people in mind, they try to teach in ways that will reach those students.

How Can I Teach My Readers?

1. Think about questions my readers might have  
(who, where, how, when, why)
2. Write in twin sentences (Dogs eat biscuits. Biscuits are..)

##### Lesson 4: Nonfiction Writers Teach with Pictures and Words

TP: Guided Inquiry - How are the illustrations in an information book different than illustrations in most picture books?

How Can I Teach My Readers?

Add: Pictures (arrows, words, zoom-ins)

Add: Color, shape, size words

##### Lesson 5: Spelling Fancy Words

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TP: Nonfiction writers use fancy words to teach others about a topic. If they aren't sure how to spell a word, they are brave enough to use all they know about spelling strategies.

Ways to Spell Words

- Say it, slide it, hear it write it
- Use snap words
- Listen for little words inside
- Use words you know
- Write it part-by-part
- Listen for syllables

### Lesson 6: Writers Use Readers to Help Add and Subtract

TP: Writers of teaching books especially need readers who point out places that don't make sense. Those parts might not make sense because of missing words or information, and they might not make sense because things have been added that don't belong.

### Lesson 7: Self Assessing & Setting Goals (Use Checklist)

TP: Guided inquiry - What have I already learned to do as a writer of teaching books? What do I still need to work on?

## Part 2: Nonfiction Writers Can Write Chapter Books

### Mentor Text: Sharks!

### Lesson 8: Editing

TP: When writers edit his or her piece of writing this involves pulling in to work on things like hearing all the sounds in a word or writing with capital letters and then it involves pulling back to reread and think, "what else?"

My Editing Checklist

- I put spaces between my words
- I checked the word wall
- I spelled tricky words the best I can. I wrote letters for most of the sounds
- I used punctuation and capital letters to start sentences
- I can read my writing and my friend can read most of my writing without help

## Unit 3: Nonfiction Chapter Books

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### Lesson 9: Writing a Table of Contents

TP: Set writer's up to investigate the title page and the table of contents page in the mentor text by guiding them through a series of steps as they begin to plan their teaching chapter books.

Chapter Titles

- Make it interesting with action words (Chomp!)
- Are short (Toys)
- Tell what the page is about (Soccer Balls)
- Chop the big topic up

### Lesson 10: Planning & Writer Chapter While Resolving to Get Better

TP: When you are writing a chapter in a teaching book, you can plan that chapter the very same way you planned your teaching picture book. You can plan what you will say in a chapter across your fingers, saying a whole bunch about each finger, or each part of the chapter.

### Lesson 11: Writers Write With Details (Using Comparisons)

TP: Writers help the reader picture facts and to understand why it matters. One way writers do this is by using comparisons.

How Can I Teach My Readers?

Add: Comparisons

Add (if needed): Give examples

### Lesson 12: Different Kinds of Writing in Chapter Books

(How-To, Persuasive, Stories)

TP: Whenever a writer goes to write something new, even if it is a chapter, not a book, the writer pauses and thinks "what kind of writing am I making?" Then the writer makes sure that his or her writing follows the rule of that kind of writing.

### Lesson 13: Introductions and Conclusions Lesson 11: Hearing All the Way Across Words (Syllables)

TP: When writing a teaching book, readers explain that your writing, like a school day, will have a beginning and an ending. Readers expect that at the start of your writing, like at the start of a school day, there will always be ways you tell readers the big things they will be learning about. Writers end their writing by reminding the reader important facts they learned.

## Unit 3: Nonfiction Chapter Books

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Introductions Can

- Start with a question
- Start with action
- Start with a story
- Start with a big idea

### Lesson 14: Fix Up Writing by Pretending to Be a Reader

TP: When writers get ready to publish, they first reread writing, thinking about how to get it ready for readers. One way they get ready is by pretending to be the reader, checking for any mistakes or confusing parts.

Show: Ways to Spell Words Chart

## Part 3: Writing Chapter Books with Greater Independence

*Mentor Text: Sharks!*

*(or any nonfiction book with special features)*

*Lesson 18: Night of the Veggie Monster*

### Lesson 14: Fix Up Writing by Pretending to Be a Reader

TP: When writers get ready to publish, they first reread writing, thinking about how to get it ready for readers. One way they get ready is by pretending to be the reader, checking for any mistakes or confusing parts.

Show: Ways to Spell Words Chart

### Lesson 15: Writers Plan For New Chapter Books

TP: When writers start new chapter books and revise old ones they get a new plan for writing. Writers study tools, things like charts and other nonfiction books.

- Study mentor texts
- Study old class charts: How to Teach My Reader?

### Lesson 16: Writers Research (find images to help them say more)

TP: Writers research, or look, for photographs or pictures that are connected to the topic they are writing about. Writers look closely at these, mining them for specific details that will teach people



## Unit 3: Nonfiction Chapter Books

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even more about the topics. Then, they put into words what they've learned and add to their writing.

How Can I Teach My Reader?

Add: Use a picture or photograph to add more information

### Lesson 17: Editing on the Go

TP: Nonfiction writers choose ending punctuation that reflects how they are trying to speak. Specifically, they use periods when they want to tell facts, question marks when they want to ask questions and exclamation marks when they want to tell something exciting. . ? !

### Lesson 18: Pop-Out Words and Speech Bubbles

TP: Writers use craft moves like pop-out words and speech bubbles in teaching books to give more information or make information stand out.

How Can I Teach My Reader?

Add: Use big, bold pop-out words

Add: Use speech bubbles

### Lesson 19: Editing Step by Step

\*Similar to lesson 8 in Part 1 of the unit\*

TP: Writers edit writing before it is published. One way they edit is by using an editing checklist.

My Editing Checklist

- I put spaces between my words
- I checked the word wall
- I spelled tricky words the best I can. I wrote letters for most of the sounds
- I used punctuation and capital letters to start sentences
- I can read my writing and my friend can read most of my writing without help

### Lesson 20: A Writing Celebration

Celebration Ideas

- Museum walk

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- Simple sharing of books in small circles to be adding to the classroom library
- Decorate the classroom with a special “Congratulations to our Nonfiction Chapter Book Writers!”
- Basket in classroom library labeled, “Nonfiction Chapter Books”
- Give writers compliments verbally or on chart paper
- Have students come up to the front of the classroom to share his/her chapter book

## Unit 3: Nonfiction Chapter Books

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

## Unit 3: Nonfiction Chapter Books

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- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

See Modifications & Accommodations List

## Unit 4: Writing Reviews

Grade 1 ELA Writing - Last Updated on August 18, 2022

### STANDARDS ADDRESSED

<b>National Common Core - Grade 1 - English Language Arts (ELA)</b>
CCSS.ELA-Literacy.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCSS.ELA-Literacy.SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

## Unit 4: Writing Reviews

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CCSS.ELA-Literacy.SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.1.6
Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.1a
Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1b
Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.L.1.1e
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).
CCSS.ELA-Literacy.L.1.1f
Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1g
Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.1h
Use determiners (e.g., articles, demonstratives).

## Unit 4: Writing Reviews

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CCSS.ELA-Literacy.L.1.1i
Use frequently occurring prepositions (e.g., during, beyond, toward).
CCSS.ELA-Literacy.L.1.1j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.2a
Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2b
Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.2c
Use commas in dates and to separate single words in a series.
CCSS.ELA-Literacy.L.1.2d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-Literacy.L.1.2e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCSS.ELA-Literacy.L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCSS.ELA-Literacy.L.1.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.1.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

## Unit 4: Writing Reviews

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CCSS.ELA-Literacy.L.1.4b

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-Literacy.L.1.4c

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



# Unit 4: Writing Reviews

Grade 1 ELA Writing - Last Updated on August 18, 2022

## DESIRED RESULTS

### Established Goals

#### Unit #4: Writing Reviews

This unit begins by teaching students that writing can give them a way to make and defend decisions and opinions, such as, “Which is my best baseball cap? Beanie Baby?” or “Which wins the prize for being the worst?” Children will learn to write their judgments, their reasons for those judgments and to organize their reasons, supplying supporting details. These goals are pushing first graders beyond the NJSLs expectation for opinion writing, which states that students will 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.” This unit will encourage writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It will also encourage students towards using and revising more complex sentences, using linking words. Students will learn to review their collections and to make choices about which item in that collection is the best, writing defenses for those judgments. Students will write multiple reviews about anything and everything: toys, restaurants, video games, movies, etc. Bend III has students writing book reviews. They will summarize, evaluate, judge and defend their judgments.

### Transfer

Students will be able to independently use their learning to...

- write about an opinion providing reasons, organizing those reasons and providing important details.
- Review their collections and to make choices about which item in that collection is the best, writing defenses for those judgments.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- People can express their opinions in thoughtful,

#### Essential Questions

Students will keep considering...

- Why is it important for writers to share their ideas

## Unit 4: Writing Reviews

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### Meaning

<p>organized, and articulate ways.</p> <ul style="list-style-type: none"><li>• There are several techniques authors can use to persuade their audience.</li><li>• Writers consider opposing viewpoints when constructing their reviews.</li></ul>	<p>with others?</p> <ul style="list-style-type: none"><li>• How do writers decide what details will best support their argument?</li><li>• What is the difference between a personal persuasive and persuasive book review?</li></ul>
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### Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• that writing is used to communicate personal opinions and ideas.</li><li>• How to construct opinions with well-developed, organized supporting details.</li><li>• How to create an introduction and conclusion that engages and persuades an audience.</li><li>• How to incorporate opinion words such as in my opinion, because, one reason, etc.in their writing</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>◦ Using writing to communicate personal opinions and ideas.</li><li>• Constructing opinions with well-developed, organized supporting details.</li><li>• Creating an introduction and conclusion that engages and persuades an audience.</li><li>• Using opinion words such as in my opinion, because, one reason, etc.</li></ul>

# Unit 4: Writing Reviews

Grade 1 ELA Writing - Last Updated on August 18, 2022

## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: ○Opinion Checklist <a href="https://drive.google.com/file/d/1BhtRur1lzc9N42qhvkJR61ASmQ8Fk9DD/view?usp=sharing">https://drive.google.com/file/d/1BhtRur1lzc9N42qhvkJR61ASmQ8Fk9DD/view?usp=sharing</a></p>	<p>Performance Task(s): Formative Assessment:</p> <ul style="list-style-type: none"><li>● Accountable talk with partners</li><li>● Teacher observations</li><li>● Conferences and small groups</li><li>● Writers' booklets/notebooks</li><li>● Student goals/reflections</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>● On-Demand Assessments</li><li>○ Writing Pathways: Performance Assessments and Learning Progressions, K-5 (Opinion)</li><li>● Reading &amp; Writing Project Assessments</li><li>○ Concepts of Print</li><li>○ High Frequency Words</li><li>○ Letter Sounds Identification</li><li>● Published writing pieces</li></ul>
	<p>Other Evidence:</p>

## Unit 4: Writing Reviews

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

Writing Workshop

Mentor Texts: Duck! Rabbit! by Amy Krouse Rosenthal Hey, Ant! by Hannah Hoose

#### Ways to introduce Opinion Writing:

- Determine fact vs. opinion
- Introduce opinion words:
  - In my opinion
  - I believe
  - One reason .. another reason ..
  - Because
  - That is why..
  
- Read aloud, Duck! Rabbit! Students will determine if they think the character is a duck or a rabbit and support it with reasons (i.e., it has a beak or it has floppy ears, etc.)
- Read aloud, Hey, Ant! Students will write an opinion of whether they think the boy in the story should squish the ant or if the boy should leave the ant alone.

Part 1: Best in Show - Judging Our Collections

#### Lesson 1: People Collect Things and Write Opinions About Collections

TP: People who know a lot about something, like people who collect things, often think, 'which is my favorite? Which is next? And people write and talk to tell others about their opinions. They even try to convince others about their opinions.

To Judge Fairly

1. Put everything in a line
2. Compare the same thing (eyes, fur, and so on) on each thinking "which has the best ..."
3. Decide which is best and give reasons (because)

#### Lesson 2: Explaining Judgements in Convincing Ways

TP: When you have an opinion, when you judge something, you need to give a couple of reasons, not just one, and say details about each reason. If you write, 'for example' or 'I think that

## Unit 4: Writing Reviews

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because' then that helps you bring in some details.

Convince Your Reader

- Write your opinion (I think..)
- Give lots of reasons (1..2..3..)
- Add details (For example..)

### Lesson 3: How Do I Write This Kind of Writing Well?

TP: When you write something, it is important to understand the kind of writing you are doing and to figure out ways people do that kind of writing really well. Then, you can try to do those things in your own writing.

Introduce any type of opinion checklist to students.

Example of what to include follows:

- I included a lead to get my readers' attention
- I wrote my opinion
- I gave 1-3 reasons for my opinion
- I used the word because
- I wrote my feelings
- I said my opinion again at the end of my writing

### Lesson 4: Opinion Writers Expect Disagreement

TP: Writers don't all agree and that's okay! If one person has written his or her opinion, someone else can say, 'I agree' or 'I disagree and have a different opinion.' It's important to back up opinion with reasons why we disagree or think something different.

Convince Your Reader

Add: Talk back! (Some people say but I think..)

### Lesson 5: Writers Judge the Worst in Collections (Optional)

TP: Reviewers, judges don't always look for the most wonderful, most unusual, the most interesting ite,. Judges can also look for the least powerful, least unusual, the least interesting item.

Sometimes, in a joking and fun way, people talk about this.

### Lesson 6: Bolstering Arguments

TP: When opinion writers want to pull out all the stops, they sometimes find others who can help them generate even more reasons to support opinions. They sometimes even refer to what

## Unit 4: Writing Reviews

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others day (quote them).

Convince Your Reader

Add: Quote experts

### Lesson 7: Editing & Publishing (Best in Show!)

TP: One way to make sure your writing is the best that it can be is to use the checklists that are used to judge writing as “to-do” lists. It reminds you of all that you want to do to make your writing the best that it can be.

Introduce any type of opinion checklist to students or the checklist from Lesson 3.

*How Did I Make My Writing Easy to Read*

- *I put spaces between my words*
- *I checked the word wall*
- *I spelled tricky words the best I can*
- *I reread my writing*
- *I used capital letters to start sentences and names*
- *I used punctuation at the end*

### Part 2: Writing Persuasive Reviews

#### Lesson 8: Writing Reviews to Persuade Others

TP: To be a review writer, people need to know how to write in support of opinions, as students have been doing, and they also need to know how to persuade.

Thinking Outside the Box

Writers can review...

- Things (games, movies, toys)
- Places (restaurants, cities, vacations)

#### Lesson 9: Talking Right to Readers

TP: Writers include important information to convince readers. One way to do this is to use a voice that talks right to the reader, explaining what the topic is, where to find it, and when to go.

Adding Important Information

- What?
- Where?
- When?

## Unit 4: Writing Reviews

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Convince Your Reader

Add: Be friendly!

### Lesson 10: Making Comparisons

TP: Use all you know about writing to convince others. You can think about a way that your topic is better (or worse) than others. You compare your topic with others, thinking only about that one way, that attribute. Then, you can write to include this information in your review.

### Lesson 11: Hook Your Reader

(Writing Introductions & Conclusions)

TP: Writers write introductions to grab readers' attention right from the very start. One way to do this is to talk to your reader.

Say 'Hello' With a Catchy Introduction

1. Ask a question to make your reader wonder
2. Name the topic
3. Say your opinion (I think)

Don't Forget to Say Goodbye

1. Repeat your opinion
2. Repeat the BIG reasons
3. Tell readers to do something

### Lesson 12: Partners Work Together to Give Writing Checkups!

TP: Writing partners can work together to give writing checkups. You can use an editing checklist to make sure your partner's writing piece is easy to read. IF you see something to fix up, you can write a note to give your partner ways to make his or her work even better.

Show: How To Make My Writing Easy to Read

### Lesson 13: Making Anthologies (A Celebration)

TP: Review writers publish anthologies of pieces that go together. Reviewers think, 'who in the world might need to read this review? What is this review helping people to do?' in order to decide what kind of anthology to create.

Categorize class books:

- Food
- Movies

## Unit 4: Writing Reviews

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- Video Games
- Etc.

### Part 3: Writing Persuasive Books Reviews

Mentor Text: I Am Invited to a Party by Mo Willems

Goldilocks & the 3 Bears (for Lesson 16)

### Part 3: Provisioning Our Toolboxes With Vowel Teams That Make the Same Sound

#### Lesson 14: Using All You Know to Write Book Reviews

TP: Writers write book reviews to recommend titles and authors they believe others should read. You can use all you already know about writing reviews to convince people to agree with your opinion.

Convince Your Reader

Add: a rating

#### Lesson 15: Don't Spill the Beans! (Giving sneak peek summaries)

TP: Writers of book reviews give a sneak peek summary without giving everything away. One way to do this is to share only the most important things readers will need to know about the book and also a few things that will make them curious, but not the ending!

Give a Sneak Peek

- Introduce the characters or topic
- Explain the situation or give an interesting fact
- Ask a question

#### Lesson 16: Not Too Long, Not Too Short (Using Conjunctions)

TP: Writers check writing to make sure that the sentences they've written are just how they want them to be. Writers reread each sentence and ask if it is too long or too short. Then, writers use punctuation to break it apart or use linking words to connect ideas or edit it in other ways to make it just right.

Is This Sentence Just Right?

If a sentence...

- Goes on and on, STOP it early with punctuation
- Ends too soon, use AND, SO, or BUT to say more



## Unit 4: Writing Reviews

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- Gets confusing, say it in a different way

### Lesson 17: Review a Review?

TP: When writers use checklists to make sure they've made writing as strong as it can be, they don't just find one place where they did what's on the list, they check each and every part of their writing.

### Distribute Opinion Writing Checklist

### Lesson 18: Book Review Talks (Celebration)

- Show: Reading Rainbow book reviews
- Record class book reviews to show to school and outside communities
- Simple sharing of books in small circles to be adding to the classroom library
- Decorate the classroom with a special "Congratulations to our Review Writers!"
- Basket in classroom library labeled, "Book Reviews"
- Give writers compliments verbally or on chart paper
- Have students come up to the front of the classroom to share his/her book review

## Unit 4: Writing Reviews

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher Resources:

- Unit of Study, Writing Reviews, by Lucy Calkins
- The Writing Strategies Book by Jen Serravallo
- Fountas & Pinnell Guided Literacy Continuum
- Teacher-selected books for book talks and modeling good writing behaviors

writing behaviors

- Mentor Text:
  - Pigeon Books by Mo Willems
  - A Pet For Petunia by Paul Schmid
  - Duck! Rabbit! by Amy Krouse Rosenthal
  - Hey, Ant! by Hannah Hoose
  - Earrings by Judith Viorst

Student resources:

- Unit/lesson anchor charts
- Letter formation charts
- Differentiated writing paper
- Modeled writing pieces
- Planning Sheet
- Opinion Writing Checklist

Digital Resources:

- Units of Study Online Resources

## Unit 5: Writing Fiction on Series Books

Grade 1 ELA Writing - Last Updated on October 28, 2022

### STANDARDS ADDRESSED

#### National Common Core - Grade 1 - English Language Arts (ELA)

CCSS.ELA-Literacy.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

# Unit 5: Writing Fiction on Series Books

Grade 1 ELA Writing - Last Updated on October 28, 2022

## DESIRED RESULTS

### Established Goals

#### Unit #5: From Scenes to Series

This unit is designed to teach your students how to story tell and plan stories. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create. In this unit they will deepen their partner work, and continue to learn strategies to revise their writing. You will be teaching your students how to move from being accomplished storytellers to becoming accomplished writers of stories.

### Transfer

Students will be able to independently use their learning to...

- Tell and plan stories throughout this unit.
- Use their knowledge about characters in stories and how they face and overcome problems.
- deepen their work with partners
- move toward writing down their thoughts to become accomplished writers of stories.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- Writers draw on personal experiences to write fiction stories.
  - Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.

#### Essential Questions

Students will keep considering...

- Where do writers get ideas for stories they tell?
  - How do writers make their stories better?

# Unit 5: Writing Fiction on Series Books

Grade 1 ELA Writing - Last Updated on October 28, 2022

Acquisition	
Knowledge	Skills
<p>Students will know....</p> <ul style="list-style-type: none"><li>• That a character has internal and external traits, .</li><li>• How to brainstorm problems to create an adventure for their character that can be solved realistically.</li><li>• How to plan scenes that unfold in a sequential manner, using touch and tell or sketching, etc.</li><li>• Design a story plot by describing the setting, introducing the characters, giving the character a problem, and then solving the problem.</li><li>• Compose dialogue throughout text to add voice and tone.</li><li>• Add thought/speech bubbles to add expressive language to their writing.</li><li>• Use feeling words or phrases to “show not tell”.</li><li>• Create stories with the same character in new settings with different problems.</li><li>• Develop the character throughout the series while keeping their internal traits.</li><li>• Elaborate with details, descriptive language and/or other types of writing craft, i.e. onomatopoeia, dialogue, good leads, etc.</li><li>• Establish writing partnerships to plan and review work.</li><li>• Utilize classroom resources, such as the word wall, to spell words correctly.</li><li>• Examine their work for correct capitalization, punctuation, and spelling.</li><li>• Assess their writing using checklists and/or rubrics.</li><li>• Celebrate published writing with an audience.</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Developing a character's internal and external traits.</li><li>• Brainstorming problems to help create a story adventure.</li><li>• planning scenes for their adventures in their stories</li><li>• Designing a story plot by describing the setting, introducing the characters, giving the character a problem, and then solving the problem.</li><li>• Composing dialogue throughout text to add voice and tone</li><li>• Adding thought or speech bubbles to add language to their writing.</li><li>• Using feeling words or phrases to “show not tell”.</li><li>• Creating stories with the same character in new settings with different problems.<ul style="list-style-type: none"><li>● Developing the character throughout the series while keeping their internal traits.</li><li>● Elaborating with details, descriptive language and/or other types of writing craft, i.e. onomatopoeia, dialogue, good leads, etc.</li><li>● Establishing writing partnerships to plan and review work.</li></ul></li></ul>

# Unit 5: Writing Fiction on Series Books

Grade 1 ELA Writing - Last Updated on October 28, 2022

## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>○ Narrative Writing Rubric</li></ul>	<p>Performance Task(s):</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>● Accountable talk with partners</li><li>● Teacher observations</li><li>● Conferences and small groups</li><li>● Writers' booklets/notebooks</li><li>● Student goals/reflections</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>● On-Demand Assessments</li><li>○ Writing Pathways: Performance Assessments and Learning Progressions, K-5 (Narrative)</li><li>● Reading &amp; Writing Project Assessments</li><li>○ Concepts of Print</li><li>○ High Frequency Words</li><li>○ Letter Sounds Identification</li><li>● Published writing pieces</li></ul>
	<p>Other Evidence:</p>

# Unit 5: Writing Fiction on Series Books

Grade 1 ELA Writing - Last Updated on October 28, 2022

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### Part 1: Fiction Writers Set Out to Write Realistic Fiction

Mentor Texts: Henry & Mudge Series

(Henry & Mudge and the Happy Cat)

#### Lesson 1: Serious Fiction Writers Do Some Serious Pretending

TP: When you write realistic fiction, you imagine a pretend character. Then you pretend things about that character-where the character is, what the character does, and especially the trouble he or she gets in. Fiction writers give the character real-life adventures.

#### How to Write A Realistic Fiction Book

1. Think of a pretend character.
  - Give the character a name.
  - Imagine a place.
  - Imagine the trouble your character gets into.
2. Plan
  - Touch and tell, sketch across the pages
3. Write

#### Lesson 2: Writers Develop a “Can Do” Independent Attitude

TP: Writers take charge of their own writing and give themselves orders. They think about the work they need to do next and almost whisper little assignments to themselves, “Now I need to ...” and “Next I should...”

Taking Charge

1. Think about your work that you need to do.
2. Plan.
  - “Now I need to...”
  - “Next I should...”

Show: How to Write a Realistic Fiction Book

#### Lesson 3: Writers Learn to Get Characters Out of Trouble

TP: Readers love satisfying endings. One way writers create satisfying endings for readers is by telling what happens to the characters at the end of the story. This makes readers

## Unit 5: Writing Fiction on Series Books

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happy!

Show old anchor chart: Ways to Bring Stories to Life

### Lesson 4: Serious Writers Get Serious about Spelling

TP: Writers often choose special and fancy words to bring sparkle to their stories. These daring writers remember and use all they know about spelling as they write.

Show old anchor chart: Ways to Spell Words

Adding Sparkle to Your Stories

1. Think of a Sparkle word.
2. Use your spelling strategies to spell the word.

### Lesson 5: Taking Stock: Writers Use Checklists to Set Goals

TP: Guided Inquiry - Today each of you is going to investigate the question, "What am I doing well as a narrative writer, and what do I want to work on next?"

**Narrative Writing Checklist: See Student Resources**

### Part 2: Fiction Writers Set Out to Write Series

Display a variety of series books:

Henry & Mudge, Little Bill, Frog & Toad, Max & Ruby, Houndsley & Catina, Flat Stanley

### Lesson 6: Series Writers Always Have a lot of Write About

TP: Sometimes when writers imagine a character they really like, they stick with that character for a bit and create more than one story around him or her. Fiction writers sometimes write series.

Show old anchor chart: Ways to Bring Stories to Life

How to Write Series Books

- Use the same pretend characters.
- Start a new day or night in each story.
- Have things happen in the same place.
- Include the same friend, pet, brother or sister.
- Write different adventures.

### Lesson 7: Introducing Your Character in Book One of a Series (What Does Your Reader Want to Know?)

TP: Series writers often tell a lot of important details about their characters in Book One of their series. This helps the reader understand the character better and know what to



## Unit 5: Writing Fiction on Series Books

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look for in other books in the series.

Details that Go in Book One of a Series

- Who the character is.
- Where the character lives.
- What the Character likes.
- How the character feels.
- How the character comes to be in a place.
- Who the character's best friends are.
- How the character becomes friends with other characters.
- Important background information.

### Lesson 8: Writers Develop Their Dialogue

TP: Writers make characters in their stories speak in many ways, just as people in real life do.

Making Characters Speak

1. Use speech bubbles.
2. Have the characters say something to one another.
3. Use the words.....
  - Said
  - Shouted
  - Cried
  - whispered
4. Use thought bubbles.
5. Use exciting dialogue that adds to the action of the story.
6. Add body movement.... "Keep back!"

### Lesson 9: Saddle Up to the Revision Party

TP: Writers, the idea of a revision party is to have fun together, finding ways to make your fiction books sparkle.

One way writers figure out ways to add sparkle to their fiction books is to see what kinds of things their favorite authors put in their books.

Our Favorite Series Authors....

1. Describe the setting (the place, the weather, the season, the time of day)

## Unit 5: Writing Fiction on Series Books

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2. Make the action exciting.
3. Give a lot of details for new characters.
4. Add special details to their pictures.
5. Make a pattern (“he worried about...he worried that...mostly he worried...”
6. Add POP-OUT words.
7. Show characters’ strong feelings in pictures.
8. Repeat action in pictures and words.

### Lesson 10: Saddle Up to the Revision Party

TP: Writers make sure their work is as finished as possible before they send it out into the world. That means making sure that the writing is easy to read and the presentation is beautiful.

Show chart: My Editing Checklist

Celebrating Our First Series

1. Reread each page of your story carefully.
2. Refer to your editing checklist.
3. Find places to edit.
4. Fix-up your writing.
5. Now you’re ready!

Part 3: Becoming More Powerful at Realistic Fiction

Studying the Genre and Studying Ourselves as Writers

Mentor Text: Henry & Mudge and the Happy Cat

### Lesson 11: Series Writers Investigate What Makes Realistic Fiction, Realistic

TP: Realistic fiction writers often study what makes realistic fiction seem so realistic. Then they call on their own experiences to write stories that seem this real.

Making Your Writing Sound Realistic

1. After reading a realistic fiction story.
2. Think, ‘What feels real in this story?’
3. Zoom in on the author’s choices.
4. Now, you try!

### Lesson 12: Writers “Show, Not Tell” by Focusing on Tiny Realistic Details

TP: Writers show their readers what is happening in their

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story. One way writers do this is by picturing their story, and then adding lots of the realistic, exact details they are picturing to their writing. This way, readers can picture it too.

Show NOT Tell

1. Picture the scene in your mind.
2. Show your reader the tiny, realistic details to bring every little part of your story to life.

### Lesson 13 Fiction Writers Include Chapters

TP: Fiction writers often divide their story into chapters. One way they do this is to break their story into three parts: the beginning, the middle (the trouble), and the end (or fixing the trouble).

Dividing Your Story into Chapters

1. Think through what will happen in your story.
2. Plan your chapters across your fingers.
3. Use a new finger for each transition word. Those will be your parts.
  - “In my story, in the beginning....”
  - In the middle (the trouble part)...
  - At the end (the part where the trouble is fixed)....
4. Tell what happens in each chapter.
5. Make sure it makes sense.
6. Now, you can write some snappy titles for your chapters.

### Lesson 14: Patterns Help Writers Elaborate

TP: Writers like Cynthia Rylant play with patterns to stretch out parts of their stories. One way they do that is to work in three details, or three examples, when describing something.

Creating a Pattern of Three Details

1. Think of a place where you might want to add a pattern to stretch out your story.
2. Think of three details (three examples) to describe the action or feeling.
3. Write your pattern.

### Lesson 15: Writers Use Superpowers to Work

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TP: Guided Inquiry - Writers, today we are going to do an inquiry-we're going to investigate an important question. The question we are going to ask is, "What super writing powers do I have, as a super series writer?"

The Super Writing Powers of Super Series Writers

- We set goals.
- We create pretend characters.

We invent adventures for our characters.

- We get characters into trouble...and out of trouble.
- We unfreeze people.
- We add tiny, realistic details.
- We make chapters for our stories.
- We use patterns to stretch parts.
- We study our mentor authors.
- We spell the best we can.

### Part 4: Getting Ready to Publish our Second series

Mentor Text: Harry by the Sea

(punctuation that impacts a storyteller's voice)

Knuffle Bunny (Lesson 17 for pictures)

### Lesson 16: Punctuation Parties

TP: Writers use punctuation to give orders to their readers. One way writers make sure their punctuation is giving the right orders

is to reread part of their story out loud, and when they want a part to sound exciting, they add an exclamation mark. When they

want a part to sound like the character is questioning or wondering, they add a question mark.

#### *Punctuation Parties*

1. Read your story the way you want it to sound.

2. Think, "What punctuation mark matches my voice?"

- Exclamation mark = excitement
- Question mark = questioning or wondering
- Period = telling

3. Insert the matching punctuation with a punctuation pen

## Unit 5: Writing Fiction on Series Books

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### Lesson 17: Writers Use Illustrations to Tell Details

TP: You can study how authors use pictures to give their readers extra information. Then you can try to add details to your own

illustrations to give your readers additional information too.

Pictures Give Extra Information

- Show the setting.
- Bring characters to life.
- Tell secrets to the reader.
- Add extra realistic details

### Lesson 18: Meet the Author!

TP: Writers get ready to publish, they often include a “meet the author” page to introduce themselves, and their writing, to their

reader. You might consider including a “meet the author” page for your series as well.

“Meet the Author” Tells About

- Favorite hobbies
- Our family
- Our pets
- Where we live
- Where we get our ideas
- What we’ve written before
- What we’ll write next

### Lesson 19: Getting Ready for the Final Celebration

TP: Writers make smart choices, turn to partners if they need help, and reference the charts in the room to help keep them going

Are You Ready to Celebrate?

- Finish any stories.
- Work on covers, chapters for stories.
- Work on editing: spelling, capitalization, quotations.
- Add punctuation.
- Add pictures.
- Make boxed sets.
- Work on “meet the author” page

Making Smart Choices

- Turn to partners for help.

## Unit 5: Writing Fiction on Series Books

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- Reference the charts in the room to keep them going.

### **Lesson 19: The Grand Finals! (Writing Celebration)**

#### Cereal Box Series Books

- Invite students to decorate a cereal box to match their series writing
- Invite students to place all writing books into the cereal box
- Invite other classes, members of the school, outside community to visit your classroom to share in the series writing unit
- Display cereal boxes in the classroom and add to classroom library

## Unit 5: Writing Fiction on Series Books

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher Resources:

- Unit of Study, Small Moments, by Lucy Calkins
- The Writing Strategies Book by Jen Serravallo
- Fountas & Pinnell Guided Literacy Continuum
- Teacher-selected books for book talks and modeling good writing behaviors

writing behaviors

● Mentor Text:

- Henry & Mudge and the Happy Cat by Cynthia

Ryland (all other books in series)

- Knuffle Bunny by Mo Willems
- Harry by the Sea by Gene Zion

○ Hou

ndsley and Catina by James Howe

Student resources:

- Unit/lesson anchor charts
- Letter formation charts
- Differentiated writing paper
- Modeled writing pieces
- Planning sheet
- Narrative Writing Checklist

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

## Unit 5: Writing Fiction on Series Books

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- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

See Modifications & Accommodations List



## Unit 6: Poetry and Songs (If...Then) Optional

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### STANDARDS ADDRESSED

<b>New Jersey (NJSL) - Grade 1 - English Language Arts ELA (2020)</b>
<b>W.1.1</b>
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.
<b>W.1.2</b>
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>
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.
<b>W.1.5</b>
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>W.1.6</b>
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.7</b>
Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
<b>W.1.8</b>
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>RL.1.1</b>
Ask and answer questions about key details in a text.
<b>RL.1.2</b>
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>

## Unit 6: Poetry and Songs (If...Then) Optional

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Describe characters, settings, and major event(s) in a story, using key details.
RF.1.1
Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
RF.1.1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2
Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.2.a
Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.a
Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

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RF.1.3.d
Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.1.3.e
Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
NJSLSA.SL1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1.a
Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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SL.1.1.c
Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.1.a
Print all upper- and lowercase letters.
L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1.b
Use common, proper, and possessive nouns.
L.1.1.c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1.d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1.1.e
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.1.f

## Unit 6: Poetry and Songs (If...Then) Optional

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Use frequently occurring adjectives.
L.1.1.i
Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.1.j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.a
Capitalize dates and names of people.
L.1.2.b
Use end punctuation for sentences.
L.1.2.c
Use commas in dates and to separate single words in a series.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

# Unit 6: Poetry and Songs (If....Then) Optional

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## DESIRED RESULTS

Established Goals
<p><b>*Optional* Unit #6: Poetry &amp; Songs</b> (If..Then..)</p> <p>In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language.</p> <p><b>**One exciting way to launch this unit is to create poetry centers for students. Centers could include a “Five Senses Center” where students practice using descriptive language; a “Metaphor Center” where students compare objects by using phrases including “like a ...” or “reminds me of...” or “as a...”; a “Singing Voices Center” where children sing songs and write new ones. You could include centers where students make shape poems, cut up poems to play with line breaks, or read poems with feeling, drama, and rhythm.**</b></p>

Transfer
<p>Students will be able to independently use their learning to... engage in language play throughout the unit rhyming, writing songs, poetry, and perform poetry.</p>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Writers use all they know about writing to write poems.               <ul style="list-style-type: none"> <li>• As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone.</li> <li>• Poets use poetic language, such as metaphors</li> </ul> </li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• How do poets find inspiration for their writing?               <ul style="list-style-type: none"> <li>• How do poets use precise language to express their feelings?</li> <li>• How do poets create a musical quality in the tone of their poetry?</li> <li>• How do writers write with precision and description?</li> </ul> </li> </ul>

# Unit 6: Poetry and Songs (If...Then) Optional

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Meaning	
<p>and comparisons.</p> <ul style="list-style-type: none"><li>• As poets revise, they ask, “What can I add or take out of my poem to make it sound the way I want?”</li></ul>	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Writers use all they know about writing to write poems.</li><li>• As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone.</li><li>• Poets use poetic language, such as metaphors and comparisons.</li><li>• As poets revise, they ask, “What can I add or take out of my poem to make it sound the way I want?”</li></ul>	<p>Students will be skilled at....</p> <ul style="list-style-type: none"><li>• Writing poems and songs using line breaks.</li><li>• Writing poems and songs using metaphor and comparison to convey feelings.</li><li>• Writing poems and songs using precise and extravagant language to capture what they see and feel.</li><li>• Studying the work of other poets to improve their own writing.</li><li>• Making deliberate decisions about structure to convey emotional tone.</li></ul>

## Unit 6: Poetry and Songs (If...Then) Optional

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Formative Assessment: <ul style="list-style-type: none"><li>•</li></ul>
	Other Evidence:



# Unit 6: Poetry and Songs (If....Then) Optional

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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### Part 1: Immersion in Songwriting and Poetry, Setting & Stage

Mentor Text: See Resources

#### Lesson 1: Poets look out for good ideas

\*Start off by looking a poem students know close to heart\*

TP: Today I want to show you how poets generate ideas in writing poetry doing centers in writing. We are going to observe and listen!

Observation Center

1. Choose and talk it out
2. Compare it
3. Write your poem

Listening center

1. Listen and picture
2. Draw
3. Write a poem

#### Lesson 2: Poets get ideas from ordinary things

TP: Today I want to show you how poets generate ideas in writing poetry doing centers in writing. We are going to observe and listen!

Through the looking glass

1. Look out the window
2. Talk about what you see
3. Write a poem about what you saw

Getting to know poetry

1. Read and visualize
2. Sketch your brain picture
3. Write a new poem

#### Lesson 3: Poets write line breaks & borrow beats

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TP: Today I want to show you how to do a new center, the Line Break Center! Today, we're going to think about a question: Why did the poet put just a few words on each line? Name the craft, "These are line breaks." Ask, "I wonder why the author did that? What do you think?"

Line Break Center

1. Choose and talk about it
2. Compare it
3. Write your poem
4. Borrow that beat center
5. Read poems/song and tap out the beat
6. Write a new poem with the same beat

### Lesson 4: Poets use feelings

TP: When readers read poetry, they think about the way the author may have wanted them to feel. One way you can do this is by thinking of words to describe what you feel after reading a poem.

Poets use feelings

1. Read poem
2. Think about how you feel
3. Write about your feelings

### Lesson 5: Writers use mentor texts

TP: Writers study mentor poems and songs and notice how they look on the page, notice verses, line breaks, repeated lines, white spaces, choices about punctuation, capital letters, and fonts.

(Use post-its to label some aspects of songs and poems that you want to highlight to the class or that you notice together.)

Writers use a mentor poems

1. Read a mentor poem
2. Think why did the author repeat words
3. Think about your big feeling
4. Add any words you want to be repeated

### Lesson 6: Writers use line breaks

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TP: Writers notice how songs and poems are not written in full sentences and that song writers and poets use line breaks and whitespace to show people how to read the poems and how to sing the songs.

Line Break Center

1. Choose and talk about it
2. Compare it
3. Write your poem

### Lesson 7: Writers use feelings

TP: Writers continue to study songs and poetry, they think about what the author may have wanted the reader to feel. Think about words that come out of these discussions-vocabulary for describing emotions or feelings.

Writers use feelings

1. Close your eyes and read your poem
2. Think what reminds you of that feeling?
3. Compare it to something else
4. Add the comparison to your poem using the words like or as!

### Part 2: Studying the Rhythm and Voice of Songs to Help Us Write Our Own

Mentor Text: See Resources

### Lesson 8: Writers go back in their writing

TP: Writers go back to what they've already written to see if they can use it for their new writing. One way you can do this as a songwriter is by going through your folder and saying, "Can I sing this? Let me try!"

Writers go back in their writing

1. Read your writing
2. Can I use any of this again?
3. Can I sing it?
4. Write a new poem/song

### Lesson 9: Studying Mentor songs

TP: Songwriters can write more complex songs by studying songs they know well and borrowing some

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of their musical qualities (the tune, the structure of the verses, refrains, and the rhythm in particular) to apply to their own songs. One way you can do this is by singing a familiar tune and inventing their own lyrics.

Study mentor songs

1. Read a mentor song
2. What is the tune?
3. Use the tune to write your own song

### Lesson 10: Observations

TP: Writers can write their own poems from scratch by recalling what they've learned from the poetry centers. They can sketch and make a list or write an observation.

Observation Center

1. Choose and talk it out
2. Compare it
3. Write your poem

### Lesson 11: Writers study familiar mentor songs

TP: Writers can write adaptations of familiar songs by picking songs that have melodies that are easy to remember. One way to do this is by taking a song like, "Happy Birthday" or "The Wheels on the Bus" and change the words to tell a different story or give a different message.

Study mentor songs

1. Sing a mentor song
2. What is the melody?
3. Use the melody to write your own song

### Lesson 12: Writers study mentor teaching songs

TP: Writers can write poems and songs that teach something. One way they do this is by studying songs that teach counting, the alphabet, how to do something, or it contains information. They take the same structure and tune, change the words to write a new song, and they always make sure the poem makes sense!

Study mentor teaching songs

1. Sing the song that teaches

## Unit 6: Poetry and Songs (If....Then) Optional

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- 2.What are they teaching me and why?
- 3.Use the tune to teach a new song!

### Lesson 13: Writers write with a purpose

TP: Songwriters and poets think about the purpose of the songs they sing and the poems they write. People are inspired to sing songs when they want to celebrate, give directions, remember things, tell about a feeling, event or something we want to happen. Writers can think about their songs and poems and why someone would want to sing it or recite it. They have a purpose for their writing.

What is the purpose?

1. Read poem
2. Why did I write it?
3. Does it have a purpose?

### Lesson 14: Tap out the beat!

TP: Songwriters like to come up with their own songs. One way they do this is by tapping out their own beats and rhythms. (with a pencil, ruler...) Once they have a beat going, they use their creative

sensibilities to come up with words. Another way to do this is by writing the lyrics first and then coming up with a beat to match.

Be a songwriter

1. Tap out a beat
2. Write words to go along with it

NOTE: At this point in the unit, invite each child to bring in an object he or she cherishes--a special blanket or stuffed animal, a photograph or a piece of jewelry or toy. Invite them to bring one small thing that is very important to them

Part 3: Songwriters and Poets Write From the Heart - Writing Meaningful Songs & Poems

Mentor Text: See Resources

### Lesson 15: Thinking of special topics

TP: Poets reach deeper to find topics for songs and poetry that really matter to them. Instead of writing any ol' thing that comes to mind, I invite you to think: "What is important to me?" "Why is this \_\_\_\_\_

## Unit 6: Poetry and Songs (If...Then) Optional

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important to me?” and then write those strong feelings into your poem or song.

Think of special topics

1. Think of something special to you
2. Observe/think about what you can write about that special topic

### Lesson 16: Writers Show Feelings

TP: Poets and songwriters have a lot of strategies for showing strong feelings in their writing. One effective way of showing their feelings about an idea or an object is to write a poem or song where they speak directly to the object (person or place). You may try writing directly to the object and then imagine what the object (person or place) might say back to them.

Show feelings

1. Look at object
2. Think about how your feeling
3. What would it say back to you?
4. Write

(In their drawings and sketches, writers may include a speech bubble to the picture accompanying the poem/song. The speech bubble might inspire an idea to add to the poem.)

Use Chart “Ways to Bring to Stories to Life”

### Lesson 17: Writers do the best they can

TP: Poets make their writing sound the best it can! One way they do this is to try their poems with different line breaks. They read it aloud one way- then another, to their partner. Partners can offer advice as to which way makes the meaning bigger, clearer.

Poets make their writing sound the best it can

1. Read poem
2. Choose a different line break
3. Read again to a partner
4. Get advice

### Lesson 18: Writers ask partners for help

TP: Partners can help each other make their poems and songs even better by reading their poem aloud, while the other partner closes their eyes and tries to imagine the image the poet is trying to create.

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Then they offer feedback using the strategies and charts around the room to help their partner revise to make word choice even better.

Ask your partner to help

1. Read your poem to your partner
2. Fix any words that don't sound right
3. Make your poem perfect

### Lesson 19: Partners share their work

TP: When partners share their work, they read and sing with lots of expression. They use gestures and grand pauses, to lift their voice, and sing and read with feeling. Poets and songwriters always keep a pen handy, in case they need to make changes or a new idea crosses their mind!

Partners help

1. Read song/poem
2. Use feelings/expressions
3. Fix what doesn't sound right

### Part 4: Songwriters and Poets Revise and Write New Songs and Poems - Writing Meaningful Songs & Poems

Mentor Text: See Resources

### Lesson 20: Partners share important jobs to do

TP: Partners have very important jobs to do! The first job, the job of being an active listener. The other important job is to read your work to your partner so that he or she really understands what your song or poem is about! The way we read or sing our poems or songs gives off different feelings and add to the meaning of our work. Partners should practice singing their songs or reading their poems in different voices to see how each way communicates different feelings.

Partner work

1. Listen
2. Read with feelings
3. Check in to make sure they understand
4. Change your voice & read again

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### Lesson 21: Partners help each other

TP: Partners can help each other play with language or line breaks to explore other ways a poem could sound or look by offering each other suggestions about where to include line breaks and whitespace.

They might say, "Why did you choose to add a line break here?"

Partner work

1. Read poem
2. Play with line breaks/words
3. Make a suggestion
4. Fix writing

### Lesson 22: Partners talk about big feelings

TP: Partners can help each other think about their topics, the crafts, and the feeling they want to convey. One way they do this is by asking each other questions. Such as, "Where is the big feeling in this poem? What are you trying to show us in this song? What small moment are you trying to rewrite? Which writer do you want to be like? Have you thought of using this word instead?"

Partner work

1. Read poem/song
2. Ask what is the big feeling?
3. What mentor song/poet are you using
4. Make suggestion & revise

### Lesson 23: Writers add details

TP: Poets and songwriters lift the level of their writing by elaborating and adding detail. Sometimes when poets and songwriters are writing about something they love, they have so much to say about it that when they get to the end, you know what they do? They don't put their pen down and stop writing. No! They skip a line, pick up their pen and write another one about the same thing. A new verse!

Poets add details

1. Read and visualize
2. Add details
3. Write

(Demonstrate with a song or poem with multiple verses. Cover all verses except for the first and show students



## Unit 6: Poetry and Songs (If....Then) Optional

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how

the writer kept on going- writing more about the same topic.)

### Lesson 25: Writers use comparisons

TP: Writers can write with more sophistication by using comparisons to show how the object makes the writer feel. (Cookies are like a big warm hug!) Read poems and songs showing examples of comparisons. Practice using the strategy of using comparisons by writing group songs and poems where children work together to compare objects in the classroom to something else.

Using comparisons

- 1.Read/Write a new poem
- 2.See where you can add a comparison
- 3.Use feelings

### Lesson 25: Writers think carefully about what they say

TP: Songwriters and poets think very carefully about the words in their poems. They think about what they're trying to say and what the perfect word would be. They might go back through their poems and songs and see if they can find a place where a different word would make their writing even better!

Be a great poet/songwriter

- 1.Read & re-read your poem over again
- 2.Read to make your voice match how you are feeling
- 3.Fix any words that don't sound right

### Lesson 26: Writers use exact words to show feelings

TP: Poets and songwriters write words in a way that lets the reader know exactly how the writing should be read or sung. One way they can do this is by changing a line or word to all capitals.

Be a great poet/songwriter

- 1.Read poem
- 2.Read to make your voice match how you are feeling
- 3.Fix any words that you want to STAND OUT!

### Lesson 27: Partners work together

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TP: Partners can work together to help each other and decide, word-by-word, line-by-line, where it may make sense to write with all capitals or in large bold font.

Partner work

1. Reread poem
2. Where can I add capitals (to show strong feelings)
3. Where can I write in bold/large font
4. Fix writing

Lesson 28: Writers edit and think about punctuation

TP: Poets and songwriters think about punctuation. When they read their poem or songs aloud to a partner, they try a line with punctuation and without it. Then they decide which way sounds better.

Looking over punctuation with partner

1. Read poem/song line by line
2. Reread without punctuation mark
3. Decide what sounds better

Lesson 29:

Partners look closely

TP: Partners listen closely to make sure their partners writing sounds like a song or poem. One way they can make their writing sound more like a song or poem is by repeating the important words or lines. (Sometimes called the refrain.) This can help lift the voice and hold the song or poem together.

Partner work

1. Read poem
2. Does it sound like a poem/song?
3. Repeat important lines

Lesson 30: Celebration TP: When poets get ready to celebrate their poems, they practice reading them and rereading them,

asking themselves, "How do I want my voice to sound? Should I speed up here? Slow down here?" This way they can make sure their voice matches the feelings and meaning behind their poems.

Get ready for your celebration

## Unit 6: Poetry and Songs (If....Then) Optional

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- 1.Practice reading your poem
- 2.Does your voice sound right?
- 3.Make your voice match your feelings
4. Use punctuation to help you!

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

# Unit 7: Nonfiction Book Clubs \*Optional

Grade 1 ELA Writing - Last Updated on October 28, 2022

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION