

Summit Public Schools
Summit, New Jersey
Grade Level: First Grade (1) / Content Area: Writing

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study
 FIRST GRADE

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September	Building Good Habits/ Launching	Launching with Small Moments & Writing for Readers	Using an editing checklist Stretching words to spell them Use familiar words to help spell new ones Capital Letters & End Punctuation
October	Tackling Trouble		
November December	Characters	Realistic Fiction	Use common, proper, and possessive nouns Use personal, possessive, and indefinite pronouns Capitalize names of people
January	Nonfiction	Information Books- Nonfiction Chapter Books	Spelling domain-specific (fancy) words Capital letters Varied end punctuation marks
February	Becoming Our Own Teachers/ Goals Moving Up	Authors as Mentors OR How-To	Verb tenses conjunctions
March	Reading Across Genres	Persuasive Reviews	Using conjunctions Capitalize dates Determiners
April	Character Drama	Poetry	Use adjectives Use commas in a series
May June	Content Area Reading- Science	Writing About Science	Produce and expand simple and compound sentences

Unit Description: Launching with Small Moments

This first unit is designed to help your students work with **independence, confidence, and stamina**. **Routines and procedures** will be taught and reviewed. Students will be writing small moments: stories from their lives with small, clear focus, tremendous detail and elaboration. Most children should be able to write one or two sentences on each page, so they will need booklets containing both spaces for drawings and spaces for writing. The importance of **drawing for planning** should be stressed in this unit. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and elaborate their stories. If need be, provide more support in small groups.

In the ‘Writing for Readers,’ portion of the unit, we push writers to **write with proper use of writing conventions**. As per the Common Core State Standards, it is required that children be able to write narrative texts with a level of proficiency, demonstrating a command of end punctuation, the ability to spell words with common patterns, and to be resourceful and phonetic in spelling unknown words. While continuing to write small moment stories from their own lives, students will be encouraged to use **writing partnerships** to help students make comments, ask questions, and provide suggestions to and from peers in order to lift the level of the writing. These partnerships set the expectation that we write so that our partners and others can read and understand our work.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Establish a writing workshop that supports independence
- Write a small moment
- Write so that others can read and understand our ideas

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What is a writer’s workshop?
- What is a small moment?
- How do writers use what they know to make writing clear?

Enduring Understandings

What will students understand about the big ideas?

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.
- A small moment is a story about a small event in one’s life, written with detail and elaboration.
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable to others.
- Writers use partnerships as a way to lift our writing and understand ways to better write for our readers.

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	
<p>Types and Purposes</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p>Instructional Focus: Bend I: Establishing a Workshop That Supports Independence</p> <ul style="list-style-type: none"> • Every one of us in this classroom can be an author, and we can all write true stories. In order to write a true story, one thing that we can do is to think of something that we do, get a picture in our mind, and we draw the story of what we did on our paper. Then, we write that story! That is—we think, we draw, we write (Launching the Writing Workshop, p. 2). • Writers plan their writing by touching each page and saying what they will write, then sketching on each page, then writing: “Writers touch and tell, sketch, then write.” • Writers begin with an idea for a story, and then we put that idea on the paper. Specifically, I want to teach you that writers picture in our heads something that happened, remembering all the parts of the story, and then we put it into our pictures. • When writers have an "uh-oh" feeling because we aren't sure how to draw something, we can close our eyes and think about what the thing we want to draw looks like, and that helps us draw as best we can. We don't just give up! No way! We say, "I'm going to just draw the best I can" (Launching the Writing Workshop, p. 36). • Writers have a saying, "When you're done, you've just begun. When we finish one story, we get to work. Sometimes we add more to the picture or to the words—and sometimes we get a new piece of paper and start a new story. Our job, as writers, is to keep working on our writing for the whole time during writing workshop (Launching the Writing Workshop, p.13).
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	
<p>Research and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
<p>Speaking & Listening Standards Comprehension and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. <input type="checkbox"/> Follow agreed-upon rules for discussions (e.g. listening to 	<ul style="list-style-type: none"> • Writers, like carpenters and doctors, have special tools and special places to keep our tools. We always keep our tools in the same place so that when we get a good idea for a story, we don't have to waste time looking for a pen or paper or our writing folder (Launching the

others with care, speaking one at a time about the topics and texts under discussion)

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard

Writing Workshop, p. 20)

Bend II: Writers Write and Revise a Lot Right from the Start, Using Writing Partners as Helpers

- As writing partners, we can plan our stories out loud to each another, listening to make sure our stories make sense. As we practice telling our stories to our partner, we listen closely to every word we say, so that when we write the words, we write the exact words we say.
- After we've practiced telling our story out loud and written it down, we can reread our writing to make sure what we've written matches what we've said.
- We can use what we know from working with our reading partners during reading workshop to help us with our writing partners in writing workshop. We can share our booklets just like we share our books. We can read in two ways: first telling the story, using big and beautiful language, and then reading all that we have written, touching the words as we read them. Partners, you can sit hip-to-hip, hold the booklet between you, turn the pages and tell the story as you study the pictures and read the writing. We need to read our writing as though we have never read it before. That is, we need to read our writing asking ourselves questions like, "Does this make sense?" "Is this clear?" And if it doesn't, or it's not, we revise our writing to make sure it does make sense and that it is clear.
- Writers have meaningful conversations with our writing partners to make our writing better. Just like how we talk to our reading partners about the books we read, we talk to our writing partners about the stories we write. One way we can do this is to ask each other, how can we make our stories easier to read?
- When we meet with our writing partners, part of our job is to have an actual conversation about our work. We can say things to each other like, "Let me show you what I did in my writing." Or, "This is what I did today..." and "Listen to my story..." or "This is what I'm working on..." Partners can respond by saying, "I like the part..." or "I like how

English capitalizations, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g. looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g. because)

you..." or "It makes me feel..." or "It reminds me of..."

- Writers, today I want to teach you that another way we can work with our partners is to have our partners read aloud a bit of our stories, then act out what that bit says (not what we wish it said!) and then read the next bit, acting out that bit as well. As we listen and watch, we will quickly realize things that have been left out. "No, you need to do this!" we might say and then, as a writing partner we can say back, "You should say that in the story."

Bend III: Writers Reread and Edit As They Write, Using Tools and Word Study Concepts

- Writers ask questions of themselves as we reread to make our writing stronger. We ask "Would my teacher be able to read this? Would my writing partner be able to read this?" to make sure our writing is clear.
- When writers want to write a word, we stretch that word out like a rubber band, saying it really slowly. We say it again and again, listening for the first sound. When we hear that sound, we put the letter that makes the sound onto the paper. If we don't know that letter, we put a little mark on the paper. Then we say the word again and listen for the next sound that we hear, and we put another letter on the paper for that sound (Launching the Writing Workshop, p. 52).
- You know how there are some words you guys, as readers, just know? Well, when we write, we also need a handful of words we just know in a snap. That makes writing go faster. I put words up here on our word wall that are words I think you know in a snap, or almost know in a snap. Today I want to teach you that if there's a word you are writing in your story that is on the word wall, but you can't spell it, you can just look for it there. Then you can say the letters to remind yourself. Once it is in your brain, write it down on your page—snap, snap, snap (Small Moments: Personal Narrative Writing, p. 77).
- Writers have strategies for dealing with tricky words. Writers say the words slowly and write what we hear. We use prompts to help us along. **Say the word. Listen to what you hear at the beginning/end. Do you*

*know another word that has the same sound at the beginning or end? *Say the word. Do you know another word that sounds like that word? Use that word to write the new word. *Say the word. You know how to spell that, It is on our word wass! Write it quickly!*

- Writers use end punctuation as we write. We think of a whole sentence or thought and then write it without stopping until we get to the end of the idea. Then, we put a period down. Then we have another thought, and starting with a capital letter, we write and write until the thought is down again, without stopping, and put another period.

Bend IV: Lifting the Level of Student Work

- Writers know how to balance writing with care with writing with volume. We make sure we are writing as much as we can by looking at the books we read and striving to write as many lines as those books have.
- Writers, today I want to teach you that we want to write our stories with more detail, telling more about each and every step as the story moves forward. We want to put ourselves back in the shoes of the character and think, "What is the very next thing that happened?" Then we write it! We do this again and again as we write our stories from beginning through to the end.
- Writers write stories that are focused. They have a clear beginning, middle, and end.
- Today I want to teach you that we can rewrite the most important page in our story. We zoom in on the most important part of the story and make sure it makes sense. We can take smaller and smaller steps through the events and thoughts on that one page.
- We can add dialogue to our stories. We can reread our pieces, and think back to the moment we are writing about. As best we can, we can think of the actual words that someone said (or might have said). Then, we can go back into our stories and add in these exact words

(The Craft of Revision, p. 19).

- When you are writing endings to your stories, you don't have to stray far from what's actually happening in your story. Writers know that we will usually get a better ending if we stay close-into the moment. One way to do this is to remember back to the very next thing that happened; we could also say what you thought or felt (inside the story) during that moment (Small Moments: Personal Narrative Writing, p. 101).

Writers Celebrate Their Piece and Themselves

- What a special day for us, writers! Today is the day that we get to choose one story that we want to revise by adding details about people, places, and objects, giving details about the setting, fixing up any confusing parts, and writing more in the parts of our story that is extra important. Today is the day we pick one piece to celebrate and to add in any feelings and emotions that we may have left out.

Sample Assessments:

- Conferring notes
- Make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- a "science journal" (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)
- Compose simple sentences for a picture's description.
- Draw three pictures that illustrate a visit to someone, write text related to the pictures, and tell the story to an audience.

Instructional Strategies:

Interdisciplinary Connections

- "Exit Cards"- writing for any academic area (e.g., Math- "Write 3 pieces of information you can get from our calendar board.")
- Social Studies Curriculum - Unit 1- "Why Do Schools Have Rules?"- write/illustrate what happens when rules are and aren't followed.
- Read aloud, *David Goes to School* by David Shannon. Collaborate with students to write a class book about what would happen if David followed all the school rules. Call the book, *Yes, David!* Have students illustrate the book and display it in the class reading center.
- Social Studies Curriculum - Unit 2- "Exploring Our Community"- contribute to class book entitled, "Who Helps Us at School?" Each group includes own drawings and at least one sentence showing how a school staff member does their job.
- Health- Safety and First Aid. Identify rules for playing inside and outside to avoid dangers. Each student draws and illustrates a safety or First Aid rule."
- Pick own interesting vocabulary words from science, social studies, and/or math and write the words with an illustration on what it means.
- Why do we need to write in other subjects? How do we get our point across in social studies/science?
- How to we communicate effectively when it comes to math? Do we need to follow the same ideas in math as in writing?

Technology Integration

- Use computer program KidPix or Word to publish and illustrate the small moment.
- Generate a classroom web of ideas in Inspiration of moments for students to write about.
- Using a document camera or scanned image on a large screen projection, share samples of student writing to identify ways to use finger spacing, using capital or lower case letters, or proper punctuation

Media Literacy Integration

- Show an exciting or familiar video clip or read a short book to

	<p>introduce small moments.</p> <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read aloud stories from other cultures
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 1
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 1
- Launching the Writing Workshop* by Lucy Calkins (from *Units of Study in the Primary Writing Workshop*)
- Small Moments: Personal Narrative Writing* by Lucy Calkins ((from *Units of Study in the Primary Writing Workshop* Heinemann, 2003)
- The Craft of Revision* by Lucy Calkins (from *Units of Study in the Primary Writing Workshop*, Heinemann, 2003)
- Small Moments: Writing with Focus, Detail, and Dialogue* by Calkins, Oxenhorn, and Rothman (Heinemann, 2013)

Mentor Texts:

- Wave* by Suzy Lee
- Night of the Veggie Monster*
- A Chair for My Mother* by Vera Williams
- Kitchen Dance* by Maurie J. Manning
- Author A True Story* d Helen Lester
- Ralph Tells a Story* by Abby Hanlon

Unit Description: Realistic Fiction

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. The goal of the unit will be to write well-elaborated realistic fiction stories aligning to the Common Core State Standards.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Storytelling <input type="checkbox"/> Writing realistic fiction stories with great detail and elaboration 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Where do writers get ideas for stories they tell? <input type="checkbox"/> How do writers make their stories better? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers draw on personal experiences and everything we know to write fiction stories. <input type="checkbox"/> Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.
Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Types and Purposes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p>Instructional Focus:</p> <p>Bend I: Writers Draw on Everything We Know to Write Realistic Fiction Stories</p> <ul style="list-style-type: none"> • Today I want to teach you that writers get ready to write stories by dreaming. We dream about the possible stories we might one day write. And then, when we get to our writer’s desk—like during writing

	<p>time—we often write just the first page to the books we might someday want to write. After we have written a bunch of first pages, we choose one...and get started!</p>
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	<ul style="list-style-type: none"> • Today I want to teach you that we can also dream up the characters we want to include in our stories. Our characters might be just like us, or they can be like other people we know. We might fashion the character’s family life, school life, hobbies, and quirks after our own (or after those of someone we know), and then change some things to fictionalize the character.
<p>Research and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Writers, today I want to teach you that once we have come up with a character we love—someone we know inside and out—we imagine different kinds of problems our character might face, and put our character into moments of trouble. Then, we write lots of first pages to different story ideas that we’ll later turn into books. • Sometimes writers get ideas for our stories by thinking of the books we love, and how we might change them around to make them our own. Like we could think of... (add class example)... and how (the character) really wanted (whatever), but something new gets in the way and then....
<p>Speaking & Listening Standards Comprehension and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. <input type="checkbox"/> 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) <input type="checkbox"/> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. <input type="checkbox"/> Ask questions to clear up any confusion about the topics and texts under discussion. <input type="checkbox"/> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <input type="checkbox"/> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ul style="list-style-type: none"> • Today I want to teach you that once realistic fiction writers have lots of ideas for a story, we can imagine a few different ways it may go and then decide on the one we like best. One way we can do this is with a planning booklet—we can take a sheet of paper and fold it in half and in half again and use the little booklet to storytell the different ways the story could go. Once we have an idea that we want to stick with, we sketch a very quick picture without words on each part of our book to hold our idea and begin to write that story.
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • Today I want to teach you that writing partners can get together and share the stories we have written. We can talk about other possible ways the stories could go. We can get together and act out different versions of our story and then ask our partner to help us decide which

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g. articles, demonstratives)
- Use frequently occurring propositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-

one is best. Writing partners give each other good tips and advice. Each time we act out we can try to make our stories more suspenseful, leaving our partner with goose bumps.

- Remember, writers, that we are writing stories about fictional characters. Even though the character may be like us, these aren't small moment stories, we don't use "I", "we" and "my," we use the character's name, "he," "she," "they," and "their."
- Today I want to teach you that when writers finish one story, we quickly begin another imagining how our stories will get stronger and more realistic each time. One way we can make our next story even better is to think about what our character likes or doesn't like and how this might lead to the problem and solution in our story. Another way we can make our stories stronger and more realistic is to think about problems that we have faced in our own lives and then give our character a new way to solve those problems.

Bend II: Lifting the Qualities of Effective Fiction Writing

- Today I want to remind you that writers use everything we know to make our stories the best they can be. We've already learned to use different kinds of punctuation so our reader's voice changes with the story. We've learned to make sure our handwriting is clear and easy to read, to include more sounds as we spell new words, and to use the word wall to spell the words we know in a snap. We also know how to read our stories aloud with our partners, making sure our writing makes sense and sounds right. We can decide which of these strategies we know really well and which ones we'll want to work especially hard on as we write our next story.
- Today I want to teach you that realistic fiction writers stop and think about the important parts of our stories such as when the character first realizes the problem, when the character faces trouble or something that gets in the way of solving the problem, or when the character finally solves the problem. We go back to those parts and slow them down to make sure that we are showing and not telling the character's feelings, using lots of dialogue, action, and thinking.

meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.

- ❑ Use sentence-level context as a clue to the meaning of a word or phrase.
- ❑ Identify frequently occurring root words (e.g. looks, looked, looking)
- ❑ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- ❑ Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- ❑ Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- ❑ Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- ❑ Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
- ❑ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g. because)

- Today I want to teach you that realistic fiction writers remember everything we know about storytelling to help us write well. We know to start with a lead, reveal details about the setting, and storytell what the character is saying or doing in each part of our story. We can act out the scene or close our eyes and picture how the character is moving, what he or she is saying, thinking, and feeling.
- Remember how when we wrote small moment stories, we explored beginning our stories in different ways? We told about the weather, or we began with the main character doing or saying something very specific? That’s something you can try in your realistic fiction stories, too.
- Writers, when we write stories, we picture, step by step, what the main character is doing. Sometimes we actually move our bodies a little to help us think about small things the character might do. For example, “Julissa looked at her book in the mud. She knelt down to pick it up. She scraped the big pieces of mud off of the book. She held it away from her dress as she walked towards school.” (As you read, demonstrate doing these actions.)

Bend III: Stretching Out the Problem and Imagining Creative Solutions to Stories

- Today I want to teach you that another way realistic fiction writers make stories stronger is to stretch out the problem and not give the solution away too quickly. We can think about what trouble will get in our character’s way to make the problem hard to solve. To make these important parts stand out for the reader, we can use words like “All of a sudden,” “Suddenly,” “Well,” “Just then,” “Before long,” “All at once,” “Before he/she knew it,” “If...wasn’t enough...” These phrases let the reader know that something is going to happen.

- Today I want to teach you that another way we can stretch out the problem in our stories is to show how the main character reacts to the problem, including what he or she says, thinks, and does. As we do this, we'll think about how who are character is will influence how he or she reacts. Our main character isn't the only one who reacts to the problem. We can also show how other characters in our stories react in different ways to the problem.
- Today I want to teach you that realistic fiction writers write powerful endings. We can write a few different endings to our story and try each one on to see which fits best. We can write one ending that will solve the problem to satisfy the reader. We may try another ending with a twist that will leave the reader wondering. We might even try a third ending where the problem doesn't get solved, but instead, the character changes and decides that the problem no longer matters to him or her.
- Today I want to teach you that realistic fiction writers need to make sure our endings make sense. We can get together with our partners and ask, "Would that really happen?" or "What would a character have to think or do to make that happen?" Then, we can revise the way the problem gets solved to make sure our stories are realistic.

Bend IV: Choosing Our Best Work to Revise and Publish

- Today I want to remind you that writers always revise. We can go back to the pieces in our folders, adding or taking away parts to push ourselves to make our stories even better! We have many revision tools in our writing center to do this important work. One way we can add or remove parts to our stories is to use paper flaps or strips.

Another way is to take apart our booklets with staple removers and then add or remove pages to make our books longer or shorter in certain places.

- Today I want to teach you that writers work with partners to think of what to add in and what to take out of our stories. Writing partners help us figure out what is missing and which parts need more information.
- Writers, you might be wondering how to revise your story and make it even better. One thing that writers do is think about how our characters are feeling. Remember, that is on our chart, “Ways to Make Our Stories Better.” We can show how our characters feel when we write the details that describe what those feelings might look like, either on a character’s face or in the way the character moves his or her body.
- Writers, another way writers revise is to make mind movies of our exact story and imagine we are the main character, living through each part. We try to write down, bit by bit, exactly what we are imagining so our readers can picture it, too. We know the tiniest details help our readers out a lot.
- Today I want to teach you another way we can revise our story. We can think, "Which page is the most important? Where in my story does the main character have the biggest feelings?" Then, we can rewrite that page from top to bottom, using a flap or a new blank page, this time stretching out the moment even more, including details that show feelings and slow down the actions.
- Today I want to teach you another way writers revise is to reread the parts of our stories, like the beginning or ending, and think about what we want our readers to picture in their minds. Then we can ask, “ Did I do a good job here?” and “Does this help the reader get a clear picture?” If not, we rewrite it a few different ways using setting, action, or dialogue, then choose the best version. If we need help with this, we can look at mentor texts to see how they begin. We can also imagine the picture in our mind.

- Today I want to teach you another way we can use our favorite realistic fiction books as mentors to help make our best stories even better. We can look at our just-right books and ask, "What are ways this writer stretched out the problem? What are ways this writer developed the character?" and then think about which of those things we could try in our own writing.
- Today I want to teach you that writers know it's important that our story makes sense to our reader. Often, we go back and make sure our writing sounds like we want it to. We reread, adding in anything that we forgot, or fixing something that we think is not quite right. We can use extra pieces of paper or strips to add in what's missing. If we aren't sure how to fix something we can ask our partner.
- Today I want to remind you that writers reread to make sure that what we have written is clear and easy to follow. We know how to add in words that we forgot and punctuation we haven't used. We also want to make sure that we are helping our readers know who is doing and saying what, or where a character is. Sometimes it gets confusing in our books. We can reread our book to be sure we use the characters' names when we write about what they say or what they do.
- Writers work with our end punctuation by trying sentences that end with question marks, periods, and exclamation marks. For example, "That dog is huge (period)" is different from, "That dog is huge!" and "That dog is huge?" We're aware that readers will be guided by our punctuation choices.
- Today I want to remind you that writers make sure our stories are easy to read. One way to help our reader is to do our very best when spelling new words. We make sure word wall words are spelled correctly and sometimes if longer words are tricky to spell, we spend extra time thinking about them. We can try to write the word different ways, listening for the sounds and thinking about possible ways to write those sounds or we can even close our eyes and imagine what the word might look like. Then, we look across the ways we've spelled the word and pick the best one.

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: *Realistic Fiction*. Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- a "science journal" (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)

Instructional Strategies:**Interdisciplinary Connections**

Correlates to wants and needs unit in social studies

- "Exit Cards"- for any academic area (e.g., Social Studies- "What is the difference between a want and a need?")
- Make a puppet of your character that will help your audience know what he or she is like (e.g. A baseball outfit indicates he/she is athletic or likes sports.)
- Make up a play with a partner in which your character interacts with your partner's character. Perform it for an appropriate audience using your puppets.
- Pretend you are your character and make up a dance that demonstrates your character's strengths.
- Math- make up and solve word problems involving your character.
- *Everyday Mathematics* Open Response Questions in End of Unit Assessments.
- Social Studies Curriculum Unit 5- "Wants and Needs." Student will write a paragraph telling what their character wants, and another one telling what their character needs.
- Nystrom Literacy Library- read aloud, *The Journey of Oliver K.*

	<p><i>Woodman</i>. Make or find a mini Oliver K. Woodman. Have students take turns bringing him home for the evening or weekend. Then have them write a brief letter, post card, or e-mail to the class describing his adventures.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Use the computer program "Storybook Weavers" or Word to "publish" your favorite story from this unit. • Share your final published piece using "Skype" with another class in another elementary school. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use media to convey information more richly and effectively than would be possible in a standard classroom discussion or demonstration. Share fictional stories in various media formats. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read fiction stories from around the world.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 3
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 3

Mentor Texts:

- Chicken Sunday*, P. Polacco
- Just Us Women*, J. Caines

- Night Shift Daddy*, E. Spinelli
- Snowy Day*, E.J. Keats
- Two of Them*, Alike
- When I Was Young in the Mountains*, C. Rylant

Unit Description: How-To

Students already know how to do many things such as make sandwiches, play games, and be friends. This unit aims to teach students that they are experts and can share their expertise with others by crafting “how-to” books. The focus then is on teaching others what we know. It is a type of procedural writing, which requires clarity, sequence, and explicitness. To prepare for this unit, you will want to gather examples of procedural writing from the “real-world.” So, gather recipes, cookbooks, instructions for playing games, or making craft projects, and so on to use as mentors with your students. This unit will be a richer one for your students if you provide them with hands-on experiences. In order to help students grasp what it means to write “how-to” books, you may want them to complete demonstrations in class to help them with each step. You can also demonstrate these skills in shared or interactive writing by creating a “How to do a Fire Drill” or “How to Get Ready for Math.”

In this unit, paper choice is critical. You should prepare types of paper that will scaffold student writing. Some pages may have small boxes, each numbered, in which the writer will draw what is entailed in each step, with space for written text next to the box. Other students may be using booklets in which each page is a new step in the process. Use paper choice as a way of differentiating instruction for your students.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- To teach others what we know through writing
- Develop a procedural writing sample

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What is procedural writing?
- How do writers share knowledge so readers can follow directions?
- Why is feedback important to writers?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Everyone is an expert at something
- Writers write directions for others to follow
- Feedback from partners and the teacher will help us to revise our writing to make it better

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
Types and Purposes <ul style="list-style-type: none"> <input type="checkbox"/> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 	Bend I: Getting Started: Choosing Topics, Planning, and Drafting <ul style="list-style-type: none"> • Writers, today we are starting a new adventure together. We will make books to teach others to do things that we know how to do. Writers start these books just like we start other kinds of writing projects—we dream of topics for our writing. Today I want to teach you that when writers want to write How-to books, we first think of something we know how to do (maybe something we do in school, or out of school), then we get paper, sketch out the steps to our book...and Presto! We're teaching people how to do that. (See Session I, pages 1-5, in Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing). • Writers, we will write these How-to books to share with others. Let's take a few minutes at the end of today's workshop to think of the people we might teach. Maybe it is the Pre-K class down the hall or our younger brothers and sisters, cousins, or friends. Talk with partners about who might read your books or who your audience might be. You and your partner can even get a Post-it note and sketch your audience or readers. This will help you write more for them this month. • Writers, we want to make sure our readers really understand what we want to teach them step by step in our How-to books. Today I want to teach you that we can plan out How- to books, touching the box for each step and rehearsing our teaching words out loud, perhaps changing them a little each time we rehearse, so we are sure to teach our readers exactly how to do this thing we want them to do.
Production and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	
Research and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Speaking & Listening Standards	

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
- 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)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)

- Writers, if we want to make sure our readers really understand what we want them to do, we can check whether or not our directions will work. Today I want to teach you that writers can read our How-to books aloud to a partner and add more to make each step easier to understand. Our partner can pretend to do each step we lay out and if the directions don't quite work, we can revise them, adding more words. When you are a partner pretending to follow each step think, 'Would I be able to do this thing if I follow the directions the writer is giving?' If you are not sure what to do, ask the writer to add more words to that step. (See Session II, pages 11-14, in Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing.)
- I see some of you adding on to your directions and am noticing that sometimes you need more space to add all of those words. Writers, remember that you can use revision strips, glue, and tape if you need to add more lines to your paper.
- If you notice that you left out a step in your How-to book, you can always use a staple remover to take the staple out of your book and add a new page where you want to add that new step. Remember that we have lots of tools in the writing center to help you.
- Writers, today I want to teach you that we can add clear and precise pictures and words to each step of our How-to books to help our readers understand our directions. Our pictures may zoom in to show a specific action and we can choose specific action words or describing words so our readers know exactly what to do. (See Session III, especially page 24, in Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing.)

- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g look, peek, glance, stare, glare, scowl) and adjectives

Bend II: Tapping into Nonfiction Texts for Structures and Craft

- Writers, we have been admiring authors all year together and now we can take a close look at How-to book authors we admire. We can notice how they have added some special features or supports to help readers. Then, we can add some of these same supports to our How-to books to help readers. We might add a title to teach, a list of things a reader will need, numbers for each step, and pictures that teach. (See Session IV, pages 29-33, in Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing.)
- How-to writers use specific words to help their readers follow steps and understand not just what to do but when and how to do things. We can look closely at the words that other authors use, words that help to tell the steps in order (first, next last, finally) or ones they use to give cautions or warnings (always, be careful to..., don't..., or never...). Then we can add specific words to our books, too, so that the steps are clearer to our reader. (See Session V, especially pages 41-44, in Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing.)
- Writers, we've been noticing that our mentor authors include features and language in their books to help the reader understand how to do something. Some of you have noticed that How-to authors also divide their books into different kinds of sections--an introduction, steps, a part that describes the materials...sometimes an ending.
- Today I want to teach you that an introduction page for a How-to book introduces your topic and it tells people why they might care about doing this thing. When we create an introduction page, our goal is to “talk up” the thing we are hoping to teach,. One thing we can do is use words that invite or persuade readers to try something new. We might say something like, “Have you ever wanted to try...?”

differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

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

- Writers, some How-to books have an ending page that sounds a little bit like a send-off to the readers, wishing them well. You may also want to add an ending page that encourages your readers with words like, "Now you can..." or "Have fun doing..." just like our mentors. (See Session V, especially page 46, in *Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing*.)
- Writers I want to teach you that you can use all you know from other mentor authors—not just the ones you're reading now, but ones you've read in other units, or even when you were in Kindergarten. We have lots of charts that show the things they do to help readers. You know that writers can use speech bubbles to show dialogue in pictures, labels to add important details in the setting, and bold letters to emphasize something to your reader. You can use all of those things in your How-to books to help your readers.

Bend III: Revising and Editing Our How-to Books

- Writers, it is almost time for our publishing party and I know how excited you are to share your How-to books. In just a few days, people will be stopping by to visit our room or read our bulletin board. Over the next few days, let's do whatever we can to make our writing the very best that it can be before we share it. Today I want to teach you that when we are getting ready to share a How-to book, we can reread our book and ask ourself or our partner, "Have I taught my reader everything I need to in each step? Does each step make sense?" Then we can look at our How-to Helpers chart and ask, "Have I used all the How-to Helpers that will help my audience?" We might use revision strips, extra paper, glue, tape, and scissors to help make revisions. (See Session XI, especially pages 48-49, in *Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing*.)
- Writers can reread our How-to books, making sure we have tried our

best to spell those hard-to-spell words. Today I want to teach you that we can reread our books, word by word, searching for some of those words that don't quite look right. Then, once we find one of those words, we can look at each part of it, say it again slowly and write the parts or spelling patterns we know. Of course, we will also want to check to see if we have used any of those quick and easy words on our word wall. We'll want to make sure those words are spelled correctly. (See page 54, in *Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing*.)

- Writers know that adding end punctuation to How-to Books can help our readers move more smoothly through as they read. Today I want to teach you that we can reread each step in our How-to book and listen for the places where our sentences end. We can put periods at the ends of sentences that sound like telling, and we can put punctuation marks at the ends of sentences that sound exciting or like urgent warnings. (See page 54, in *Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing*.)
- Writers I know you are busy today putting the finishing touches on your How-to books. Some of you may continue revising and editing today using all the charts we have been looking at in the last few days and at all the mentor texts from this month. Today I want to teach you a couple more things How-to book writers can do—they use parentheses when they want to pause for one second and add one little point, or say one more thing.
- And they use a colon just before they list a bunch of things, maybe ingredients in a recipe or things a person needs in order to accomplish something. Today, while you are adding your finishing touches you can try out some of these punctuation marks too. (See Session XI, especially pages 50-51, in *Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing*.)

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: *How-To-Books*. Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- a "science journal" (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)

Instructional Strategies:

Interdisciplinary Connections

Correlates to health, problem solving in math, map skills in social studies

- "Exit Cards"- for any academic area (e.g., Health- "What are the steps for keeping your teeth healthy?")
- *Everyday Mathematics* Open Response Questions in End of Unit Assessments.
- Use the games learned during math to write instructions on "How to Play a Math Game."
- View video clip from United Streaming on a "How-To" topic or topics of interest to the students.
- Social Studies Curriculum Unit 4- "What is a Map?"- write directions for how to play Simon Says using N/S/E/W. Write directions on how to design a map.
- Nystrom Literacy Library- read aloud, *Fire Fighter*. Write directions on how to have a family fire drill.
- Science- give directions on how to do the investigations from the FOSS *Solids and Liquids* unit.

Technology Integration

- Use a digital camera to take pictures showing the steps in a "How-To" book. (e.g., steps for "Stop, Drop, and Roll.") Insert the pictures into a KidPix slide show.

Media Literacy Integration

	<ul style="list-style-type: none"> • Encourage students to share information in class that they have gotten from various media sources demonstrating “how-to” do something. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Analyze instructions given in foreign languages and the use of pictures to help make the point clear.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- Teacher’s College Writing Curricular Calendar, First Grade, 2011-2012* Unit 4
- Teacher’s College Writing Curricular Calendar, First Grade, 2010-2011* Unit 4
- Nonfiction Writing Procedures and Reports in Units of Study for Primary Writing* (Heinemann, 2003) by Lucy Caulkins

Mentor Texts:

- “How to Carve a Pumpkin” from *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 Hot Dog* by Joy Cowley
- Walk On!* By Marla Frazee
-

Unit Description: Persuasive 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 booby prize for being 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 CCSS 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” (CCSS W 1.1). 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.

In Bend 1, 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. In Bend 2, students will write multiple reviews about anything and everything: toys, restaurants, video games, movies, etc. Bend 3 has students writing book reviews. They will summarize, evaluate, judge and defend their judgments.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Learn how to write about and state personal opinions and ideas
- Learn how to support personal judgments with organized reasons and supporting details

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do writers share their ideas with others?
- How do writers support their ideas?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- There are issues in our lives that we have opinions about
- There are many ways to persuade our audience

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Bend I Best in Show: Judging Our Collections <ul style="list-style-type: none"> • Today I want to teach you that people who know a lot about something- like people who keep collections- often think, “Which is my favorite? Which is next? And people write and talk and tell others about their opinions. They even try to convince others about their opinions. • Writers can collect examples of a topic, and spend time judging all they have collected, thinking, “This is the best because...” Writers try to convince others of their opinion. • Today I want to teach you that 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 because...” then that helps you bring in some details. • Today I want to teach you that 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. • Today I want to teach you that writers don’t all agree. If one person has written his or her opinion, someone else can say, :I agree. My opinion is the same.” Or “I disagree, I have a different opinion.” When we don’t agree with someone else’s opinion, that’s a good time to write our own opinion and back it up with tons of reasons.
Types and Purposes <ul style="list-style-type: none"> <input type="checkbox"/> Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure. <input type="checkbox"/> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 	
Production and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	
Research and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Speaking & Listening Standards Comprehension and Collaboration <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small 	

and large groups.

- 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)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them their; anyone, everything)
- 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).
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).

- Today I want to teach you that reviewers, judges, don't always look for the most powerful, the most unusual, the most interesting item. 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 as "giving the booby prize." To judge for the booby prize, judges again look at one trait, then another.

- Writers, I want to be sure you realize that sometimes people who are experts on a topic, who collect a lot of information about a topic, write to convince others of what they believe are the worst specimens in their collections. They might write about the worst ballplayer, the worst book, the worst dog. You already know that to do this, the opinion writer needs to produce reasons that back up his or her opinion.

- Today I want to teach you that when opinion writers want to pull out all the stops, they sometimes find others who can help them generate even more reasons to support their opinions. They sometimes even refer to- that is, quote- what those other people have said.

- Today I want to teach you that 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, reminding you of all that you want to do to make your writing the best that it can be.

BEND 2: Writing Persuasive Reviews

- Today, I am not teaching you something, because instead, we'll investigate together, just like detectives, to find some answers to this big question, "What important parts do writers make sure to include to make their reviews so convincing? Then we'll be able to ask "How can we do this in our reviews, too?"
- Today I want to teach you that review writers include important information to convince their readers. One way to do this is to use a voice that talks right to your reader, explaining what your topic is, where to find it, and when to go.

- Use frequently occurring adjectives
- Use determiners (e.g. articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g. looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and

- Today I want to remind you to use all you already know about writing to convince others. You can think about a way that your subject is better (or worse) than others. You compare your subject with others, thinking only about that one way, that attribute. Then, you can write to include this information in your review.
- Today I want to teach you that writers write introductions to grab their readers' attention right from the very start. One way to do this is to talk to you reader.
- Today I want to teach you that writing partners can work together to give writing checkups. You can use an editing checklist to make sure your partner's piece is easy to read. If you see something to fix up, you can write a note, like a prescription, to give your partner ways to make his or her work even better.
- Today I want to teach you that 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 do?" in order to decide what kind of anthology to create.

BEND 3: Writing Persuasive Book Reviews

- Today I want to teach you that review 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.
- Today I want to teach you that 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.
- Today I want to teach you that writers check their writing to make sure that the sentences they've written are just how they want them to be. Writers reread each sentence and ask, "Is my sentence too long? Is my sentence too short? Is it just right?" Then, writers use

adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

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

punctuation to break it apart or use linking words to connect ideas or edit it in other ways to make it just right.

- Today I want to teach you that when writers use checklists to make sure they've made their 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.

Sample Assessments:

- On-demand prompt (described in the unit introduction)
- Conferring notes
- EDITING CHECKLIST: *Persuasive Letter Writing*. Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- Additionally, a "science journal" (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)
- Compile the letters into a book, My Book of Letters

Instructional Strategies:

Interdisciplinary Connections

Correlates to Our Nation unit in social studies

- "Exit Cards"- for any academic area (e.g., "Name 3 reasons you would write a persuasive letter.")
- Social Studies Curriculum Unit 7- "Our Nation." Write a persuasive letter telling why we should all know the lyrics to our National Anthem, *The Star Spangled Banner*.
- Nystrom Literacy Library- read aloud *The Big Buck Adventure*. Ask students to write a note from the narrator to her father thanking him for the raise in her allowance.
- Health- Mental Health: Use the persuasive letter as one means to identify how to ask for what they want in an appropriate manner.
- *Everyday Mathematics*-Open Response Questions in Unit Assessments
- Mail the letters to the person or persons they are trying to persuade.

Technology Integration

- Use a digital camera to take a picture of a situation they want changed (e.g., recyclable material in a garbage container instead of a recycling bin). Include the picture with the persuasive letter.
- Use Read-Write-Think.org letter generator to create and publish a persuasive letter.

Media Literacy Integration

- Teach students how to recognize the source (speaker) of a media message and the purpose of producing the message, and how that

	<p>might influence the objective nature of information (You-tube clips)</p> <p>Global Perspectives</p> <ul style="list-style-type: none"> • Watch public service announcements (PSAs) from different countries to identify what the speaker is trying to persuade you to do.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 5
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 5
- A Quick Guide to Teaching Persuasive Writing, K-2* by Sarah Picard Taylor *The Workshop Help Desk Series*, Heinemann, 2008)
- Writing Reviews* by Calkins, Dunford, and Dangler Larkey

Mentor Texts:

- Click, Clack, Moo* by Doreen Cronin
- Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
- Earrings* by Judith Viorst
- I Wanna Iguana* by Karen Orloff
- I Wanna New Room* by Karen Orloff
- Don't Let the Pigeon Stay Up Late* by Mo Willems

Unit Description: Authors as Mentors

In this unit, we invite students to think of themselves as writers, and to look closely at the work of one published writer to and learn to let that writer function as a mentor. In a sense, you are asking students to invest in the craft of writing. You are asking students to make deliberate choices regarding their work, to concentrate not only on what they are writing, but also on *how* they write it, and to be willing to try writing one way and then another way to make it just right. This unit focuses on the connection between reading and writing and an author study to lift the level of narrative writing. You may want to begin this unit with an on demand writing example to get a sense of where students fall on the narrative writing continuum, and note where students are and what they can be working on as writers. The big picture of this unit is that authors learn first from an author by thinking about the writerly life that the author seems to have, and then trying to do likewise. The most critical decision you, the teach, will have before embarking on this unit is which writer to study with your students. Be careful to talk to colleagues to make sure that students are not studying the same author they did in kindergarten or who they will be studying in second grade. We want students to be exposed to a varied repertoire of literature and to learn from many different authors and pieces of writing.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Study and learn from real life authors
- Write a small moment narrative story

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do writers learn from others to grow ourselves?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers learn from authors by studying author's craft and trying it out for themselves.
- Writers have many ways of revising work to make it better

Areas of Focus: Proficiencies (National Core Standard Alignment)

Students will:

Types and Purposes

- 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.
- Write informative/ explanatory texts in which they name a

Examples, Outcomes, Assessments

Instructional Focus:

Bend I: Learning to Live Like an Author

- Today I want to teach you that when we learn from a writer, we start by thinking, "How did this writer probably get the idea to write this story?" By doing so, we put ourselves in the shoes of the author and look at them not only for what they have written, but for how they have written it.

<p>topic, supply some facts about the topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<ul style="list-style-type: none"> • Today I want to teach you that authors live wide-awake lives. We travel with small notepads to record the moments that happen to use throughout each day to gather ideas that would make amazing stories. • Today I want to teach you that when writers take notes in our notepads, we don't write the whole story down, we take brief notes that we can return to later to help us jog our memories. After we experience a story idea, we write a few brief words to help us remember the story, tell the story, and then sketch and write the story. • Today I want to teach you that as writers prepare to write, we go through our notepads and find the stories we think are strong possibilities of small moment stories. We then storytell our ideas to our partners to help us remember the events and details of the moment. We can tell the story across our fingers, or across the pages of a booklet to help us stretch the moment out. <p>Bend II: Writing Stronger and Longer Drafts Under the Influence of an Author</p> <ul style="list-style-type: none"> • Today I want to teach you that another way writers are influence by a mentor is to study the work of a mentor to see <i>how</i> the author makes his or her story as good as possible. By doing so, we can get new ideas for ways to make our stories even better. We read some of the mentor text, think about and notice what the author is doing, and then think about how we could try that out in our own writing,
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	
<p>Research and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
<p>Speaking & Listening Standards Comprehension and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. <input type="checkbox"/> 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) <input type="checkbox"/> Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <input type="checkbox"/> Ask questions to clear up any confusion about the topics and texts under discussion. <input type="checkbox"/> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <input type="checkbox"/> Ask and answer questions about what a speaker says in order 	

to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them their; anyone, everything)
- 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).
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g. articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.

- Today I want to teach you that when we read another writer's work, we think to ourselves, "What did the writer do to get this response?" at places where we have strong emotions. Then we think, "What has this author done in part of his/her writing that I could try as well?"
- Today I want to teach you that that writers study mentor authors very carefully. We notice not only places of strong emotion, but the craft moves we see the writer doing and try them out for ourselves. We can ask ourselves, "What exactly did this writer do that worked so well? What did this writer do to make this part stand out?"
- Today I want to teach you that writers get stronger because we have many ways to revise our writing. One way of revising our work is to physically cut and move or delete sections of our booklets to change our story around.
- Today I want to teach you that mentor authors use punctuation to grow suspense (ellipses, dash marks, or commas), making the sentences sound more and more exciting. As writers, it is important to look at our work and find areas where we too might be able to try to use punctuation to grow suspense in our own stories.
- Today I want to teach you that writers write with readers in mind, making sure that our texts include things like end punctuation. When we do this, we remember that we write a whole thought, a whole sentence without stopping, and then put down a period. Then, we have another whole thought and begin writing that down beginning with a capital letter and write it completely until we come to the end of the idea.
- Today I want to teach you that another way we can learn from mentor authors is by looking at the words authors use when they write. We notice the sparkling or unusual words mentors use, they way they use the words, and the tone they set, and try the same things out in our work.

- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g. looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g. because)

- Today I want to teach you that writers reread our own writing, thinking of other techniques a mentor has used that we may be able to try in our work. We reread our stories slowly, searching for places where we could use a technique to good effect in our writing.
- Today I want to teach you that writers use partners to help us revise our writing. We read each other's stories and plan for different strategies we think we can use in the style of our mentor author.

Bend III: More Powerful, Thoughtful Revision

- Today I want to teach you that sometimes writers stick with one piece for a little longer, rereading, revising it to make it better. We do this by looking through all of the pieces we have written and think to ourselves, “Which piece can use more work? Which piece can I spend days on making better?”
- Today I want to teach you that writing mentors can come from many different places. Sometimes we can get ideas from mentors that are writing in the same genre as we are, but sometimes, we can also get ideas from writers of other genres. It is important to read carefully, and mark places we think we might be able to use.
- Today I want to teach you that writers use partners to revise. We talk about our writing asking each other, “What are you working on today as a writer? How’s it going? Or How else could you have written that?”

Sample Assessments:

- On demand narrative writing
- Conferring notes
- EDITING CHECKLIST: *Small Moments/ Authors as Mentors*. Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- a “science journal” (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)
- Draw three pictures that illustrate a visit to someone, write text

related to the pictures, and tell the story to an audience.

Instructional Strategies:

Interdisciplinary Connections

Correlates to tree and plant unit in science; family unit in social studies

- "Exit Cards"- writing for any academic area (e.g., Science- "What do trees need to grow?")
- Act out a "Small Moment" story.
- Social Studies Curriculum, Unit 3- "Family History"- students will keep a record of specific changes in their lives from Sept.-June.
- Nystrom Literacy Library- read aloud, *Family*. Ask students to think about what family gatherings are like in their homes. Ask students, "Which family members attend? What kinds of food are served? Do you play games?" Have students write about a family gathering. Ask them to illustrate their sentences.
- Explore the use of math picture books as mentor texts.

Technology Integration

- Invite a mentor author to Skype with the class and share their craft.
- View mentor texts using United Streaming, storylineonline.net, storyit.com, or pbskids.org/lions/index.htm.

Media Literacy Integration

- Discuss the strengths of different media to best get across a particular message

Global Perspectives

- Mentors can be found anywhere. Students could explore mentors from different genres and from different parts of the world.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- 21st Century Skills:
- Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy

	<p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 6
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 6
- Authors as Mentors* from *Units of Study for Primary Writing* by Lucy Calkins, (Heinemann, 2003)
- The Craft of Revision* from *Units of Study for Primary Writing* by Lucy Calkins, (Heinemann, 2003)
- About the Authors and Wondrous Words* by Katie Wood Ray
- The Revision Toolbox* by Georgia Heard
- Cracking Open the Author's Craft: Teaching the Art of Writing* by Lester Laminack

Mentor Texts:

- Kevin Henkes: *Sheila Rae, The Brave, Wemberly Worried, Kitten's First Full Moon*
- Mo Willems: *Knuffle Bunny, I Broke My Trunk*, and other books
- A Chair for My Mother* by Vera Williams
- Short Cut* by Donald Crews
- Those Shoes* by Boelts
- Joshua's Night Whispers* by Johnson
- My Best Friend* by Rodman
- How to Heal a Broken Wing* by Graham
- Peter's Chair* by Keats
- At Night* by Beans
- Shhh* by Henkes
- Roller Coaster* by Frazee

Unit Description: All-About/ Informational Books

Everyone is an expert at something. Whether it be knowing the names of all the NBA players on every team, or telling you about every lego piece, set, and creation, everyone has something they are passionate about. This unit aims to take this knowledge and allow students the opportunity to teach what they know. During this unit, students will be writing many information books about many different topics, choosing one to publish towards the end of the unit. Rather than researching new topics, help children select topics they are already knowledgeable about. This is a time for students to reveal their hobbies and passions. As you prepare for this unit, it is important to remember paper choices. You will want to have variety here, thinking of paper choices for table of contents, diagrams, how-to, etc to support the various structures students will be writing in throughout the unit.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write all about a topic students know well <input type="checkbox"/> Teach others through our writing 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> How do writers write to teach what they know? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers write to teach what they know well <input type="checkbox"/> Writers revise to make writing better <input type="checkbox"/> Writers elaborate to make writing stronger.
Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Types and Purposes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add 	<p>Instructional Focus:</p> <p>Bend I: Launching the Unit</p> <ul style="list-style-type: none"> • Today I want to teach you that when information book writers get started, we think about topics that we are experts at—things we know all about, so that we can teach others. We choose a topic, say everything we know across our fingers, grab a booklet and write, write, write. We think about people we know all about (people in our lives and famous people), places we go (restaurants, recreational

<p>details to strengthen writing as needed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	<p>spots, stores, public places), and things that we do (at home, at school and outdoors).</p> <ul style="list-style-type: none"> • We choose a topic and think about who our book is for. Thinking about who is going to read our books will help us choose the information that we want to include in our books.
<p>Research and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • Writers, you already know that when you finish writing one book, you start another. Today I want to teach you that writers of information books take a bit of time to choose our paper carefully so we have space to say all we want to say.
<p>Speaking & Listening Standards Comprehension and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. <input type="checkbox"/> 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) <input type="checkbox"/> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. <input type="checkbox"/> Ask questions to clear up any confusion about the topics and texts under discussion. <input type="checkbox"/> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <input type="checkbox"/> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ul style="list-style-type: none"> • Today I want to remind you that writers sometimes decide that instead of writing one more book, we will go back and revise ALL our books. One way to revise our books is to figure out if we’ve made our pictures into teaching pictures. Teaching pictures have labels and other stuff in them to help readers learn not just from the words of the book but also from the pictures. • Writers can zoom in on the important parts of our pictures so that the reader has a close view, we can use a picture inside a picture to show special parts up close, we can add diagrams with labels to show the parts, action lines and arrows to show direction and captions to explain the picture.
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <input type="checkbox"/> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <input type="checkbox"/> Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 	<p>Bend II: Teach Students to Revise Books in Their Folders, and to Make Their New Books Be Even More Ambitious: Revising and Writing to Support Categorization</p> <ul style="list-style-type: none"> • Today I want to teach you that writers of information books study how information books work and how they are organized. When we study how the books work, we can plan how we want our books to go. (Nonfiction Writing: Procedures and Reports, p. 57) • Today I want to give you a big tip. When we want to teach people about something and we have a huge armload of things to teach, we don't just throw it all down on the table in front of the reader like

of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them their; anyone, everything)
- 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).
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g. articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and

this—blech. Instead, we first sort it into piles or bins of stuff—and we say to the reader, “I want to teach you about turtles. Here's the stuff I know about turtle babies (then we tell that stuff); here is stuff I know about turtle poop (and we tell that stuff). So....to get ready to teach readers, it helps to sort our information into piles of stuff that go together. That's what a table of contents does. A table of contents can help us to tell the reader how our information is organized.

- Today I want to teach you that we can go back to all about books that we made early in the unit and revise them to make sure that all of the information is grouped together in an organized way. As we reread to revise our writing, we can ask ourselves, "Which information goes together?", "Could I open up the booklet and switch the order of pages?", "Could I create a table of contents?"

Bend III: Teach Students to Revise by Elaborating—and Then to Begin Writing Longer Books, Right from the Start

- Today I want to teach you that one way we can revise our information books is to add to them. We can reread our writing and ask ourselves, "What else can I say here?" Then, we add more to each page.
- Today I want to teach you another way to revise our books. We can think about what questions readers will ask us and then answer those questions. One way to figure out the questions readers might have is to ask our partner to be a reader and to ask us questions about places in our book that are confusing.
- When Information Book writers are writing or revising our books, we can look to published information books for ideas of words we might add to our own pages. Today I want to teach you that we can read a sentence in our book and think, "What more can I say about that?" If we aren't sure, we can try starting a sentence with words that published information book authors use, like “All,” “Most,” “Some,” “Many,” and “Few” to get us thinking and writing more details.
- Writers, I have noticed that many of you are writing as if your hand is

context, choosing flexibly from an array of strategies.

- ❑ Use sentence-level context as a clue to the meaning of a word or phrase.
- ❑ Identify frequently occurring root words (e.g. looks, looked, looking)
- ❑ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- ❑ Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- ❑ Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- ❑ Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- ❑ Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
- ❑ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g. because)

on fire and you have so many more words than lines on a page. Don't forget to use the flaps and strips in our writing center to help you add more space for writing. You don't have to stop just because you've run out of line space!

Bend IV: Teach Students to Elaborate by Revising to Add Text Features—Then Writing More Developed Books that Incorporate Text Features from the Start

- Today I want to teach you that writers can study mentor texts to get ideas about which text features to include in our information books. As we are studying mentor texts, we can ask ourselves, "What features is this writer using that I might use?", "How does this author say more about the information in her book?" Then, we can reread and revise our books.
- Example: We can add diagrams, charts, glossaries, pictures with labels and captions just like the authors of the books we are reading.
- Example: We can add more voice by talking directly to the speaker or making comparisons to other things to describe what we are saying.
- Today I want to teach you that writers carefully choose the text features we want to include in our information books when we are writing new books and revising older ones. We don't want to include a feature just because we can. We think about which feature would be best to clarify and teach more about our topic.
- Example: We may add a caption to a picture that we need to explain or we may include a diagram to explain the parts of something.
- Today I want to teach you that writers are always revising. We need to be revising our information books as we go! Another way that we can revise is to think and write about reactions and thoughts we have about our topic. As we reread our writing, we can think, "What are some important tips or comments I should include for my reader?" If we decide they are important for our readers we can add it into our writing.

- Today I want to teach you another way writers can write with lots of details in information books. Writers often use comparisons in our books to help describe new information. When we make comparisons, it is important that we pick things that our readers will know and that will help them picture what we are teaching in our book. You might say "A volcano erupts like a dragon breathes fire.." If you think that most of your readers will know what dragons breathing fire look like, then this comparison will help them learn what a volcano's eruption looks like. Comparing the things you are teaching about with things that your reader might already know can help them picture what you are trying to say.

Bend V: One Final Grand Revision Process as Part of the Work of Preparing to Publish

- Writers, today is an exciting day because we are choosing a piece to publish. We have been writing and revising information books all month and now we are getting ready for our celebration. Before we celebrate, we need to choose our best piece of writing and revise it a bit more. Today I want to teach you that writers can reread the pieces we want to publish, revisit the strategies that we were introduced to and find places in our writing that we could add to. We can ask ourselves, "What parts do I need to push myself to add to and make better?"
- Today I want to teach you that it is important to reread and look our writing in different ways. We can reread our writing and edit it. We can ask ourselves, "Are all my word wall words spelled correctly?", "Did I put finger spaces between words?", "Did I try to use periods at the end of sentences?" Then, we make any changes that we need to make our piece easier to read.

- Today I want to teach you that writers reread our writing with our partners to revise and make sure what we wrote makes sense. We point under each word as we read. We ask, “Does it make sense and sound right?” If not, we add words with a caret, cross out words that don't belong, or use a revision strip to rewrite the sentence.
- Writers can edit with partners by going on a word wall word hunt, a lowercase letter hunt, a punctuation hunt or a sound hunt so that our writing is easy to read. Decide what kind of hunt you and your partner will go on first and make whatever changes you find with your editing pens. Remember to use your strategies for stretching out and spelling words.
- Today I want to teach you how to fancy-up your writing and how to get ready to publish. We want our books to look the best they can before we put them out into the world. As we get ready for our writing celebration, we can reread our book one more time, add color to our pages, and either add an “About the author” page or a “back of the book blurb” to your books.

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: *All About Books*- Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- Additionally, a “science journal” (can be part of a notebook or binder) will be maintained for all students including

Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)

- Have students make "All About" Buttons or necklaces (tag board circles that say "I Know All About ____.") Invite another class in to circulate from table to table, where students are seated with their "All About" books. The students share their expertise with their guests. (This is also their celebration for this unit.)

Instructional Strategies:

Interdisciplinary Connections

Correlates to solids & liquids unit in science; community unit in social studies

- "Exit Cards"- for any academic area (e.g., Science- "Tell 3 things you learned about solids and liquids. What do you still wonder about solids and liquids")
- *Everyday Mathematics*-Open Response Questions in Unit Assessments
- Science FOSS Unit- *Solids and Liquids*- use unit materials for an "All About" book.
- Health- Prevention and Control of Disease: use information from this topic to write an "All About" book on how good health habits contribute to good health.
- Social Studies Curriculum- Unit 6- *Where I Live*. Write "All About Where I Live."
- Nystrom Literacy Library- read aloud, *I Live in Brooklyn*. Have students write and illustrate a tradition they share with their family. Make a class book called, "All About Our Family Traditions" and share it with the class.

	<p>Technology Integration</p> <ul style="list-style-type: none"> • Create an “All-About” poster in Inspiration or Word using template provided. • Create/participate in a global schoolhouse project such as “All-About Our Community.” http://www.globalschoolnet.org/gsh/pr/search.cfm <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Present, at the end of a unit, a media message that contains information about the topic they chose to write “All-About” <p>Global Perspectives</p> <ul style="list-style-type: none"> • Study all-about mentors from around the world • Participate in a global schoolhouse project
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 7
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 7
- Nonfiction Writing: Procedures and Reports* from *The Units of Primary Writing* by Lucy Caulkins, (Heinemann, 2003)

Mentor Texts:

- Goldfish, Mice or Cats* from the Rigby PM Series
- My Baseball Book* by Gail Gibbons
- My Soccer Book* by Gail Gibbons

Unit Description: Poetry

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. 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.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Develop precise and descriptive language through the creation of poems.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do writers write with precision and description?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers use all they know about writing to write poems.
- Writers use precise words, phrases, and line breaks to create images in poems.

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	
Types and Purposes <ul style="list-style-type: none"> <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	Instructional Focus: Bend I: Getting Started with Poetry Centers and Using All We Know About Writing <ul style="list-style-type: none"> • Today, writers, I want to teach you that poets have lots of ways to get ideas for their poems. Just like we did when we wrote Small Moments, one thing poets do to get ideas for the topics of their poems is to think about special people, places, big feelings, and things they love. When we wrote Small Moments we turned these moments into stories, but now as poets, we can turn these moments into poems. Another way we can get ideas is to look back at our Tiny Topic notepads and see if any of our ideas for stories can be turned into poems. We can even keep our Tiny Topic notepads with us during the day, just like we did when we wrote Small Moments, and jot down moments that happen during the day that can be turned into poems later on. • Another way poets get ideas for the topics of their poems it to look at ordinary things in the world and see them in different, fresh and unusual ways (Poetry: Powerful Thoughts in Tiny Packages, pg. 1) .We can do this too. • Writers, in many of the poems we are reading, you have noticed that the authors write about meaningful topics. They write about a lost toy bear or an important moment with a grandparent. Today I want to teach you that poets don't just choose any 'ol thing to write poems about, but instead they write about the things that matter to them with small, observant and honest details. (Poetry: Powerful Thoughts in Tiny Packages, pg. 31)
Production and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	
Research and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Speaking & Listening Standards Comprehension and Collaboration <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. <input type="checkbox"/> 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) <input type="checkbox"/> Build on others’ talk in conversations by responding to the 	

comments of others through multiple exchanges.

- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them their; anyone, everything)
- 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).
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g. articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative,

- Writers, when poets write about a meaningful topic, they search for the words that will show exactly how they feel about their topic. It is kind of like how a chef searches for the exact ingredients for a recipe. Today I want to teach you that poets think carefully about the ingredients for their poems. You can do this too. Poets begin by finding something that holds their feelings, then writing about that small object or that small detail or that small moment. (Poetry: Powerful Thoughts in Tiny Packages, pg. 39)
- Writers sometimes find the ingredients for our poems by listing what that meaningful something looks like, feels like, sounds like, smells like, or tastes like.
- Writers, we have been reading lots of poems aloud. We know that poets put the words on the page to sound a certain way (funny or sad; fast or slow) or make us feel something. When poets write, they read and reread their poems until they sound just right. They pay attention to what the words are saying and make their voices match the feelings behind the words. If they need to, they fix up the words, taking some words out, adding other words in, changing parts so that the words sound just right. (Poetry: Powerful Thoughts in Tiny Packages, pg. 21)
- Writers, remember all you have learned already this year about revising your writing. You can use revisions strips, tape, and scissors if you need to move parts of your poem around to make it sound just the way you want it to sound.

interrogative, imperative, and exclamatory sentences in response to prompts.

- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g. looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple

Bend II: Writers Draft and Revise with Precise Words, Phrases, and Line Breaks to Create Images and Music in Our Poems

- Writers, yesterday I was listening to some of you reread your poems and they sounded just like music. Today I want to teach you that writers try very hard to make their poems sound like music. One way they do this is by paying close attention to the words they choose and where they put those words on the paper. One way to give our poems music is to divide our words into lines that go down the paper. Then we ask ourselves, "Does this way of laying my words on the page match what I'm trying to say?" (Poetry: Powerful Thoughts in Tiny Packages, pg. 11)
- Poets, earlier this year we learned that writers have a saying, "Show, not tell". Instead of telling her feelings, a writer can show her feeling(s). Today I want to teach you that poets, just like writers of stories, know that one way to convey strong feelings is to show, not tell. They do this by filling themselves up with that same big feeling, that same moment, and acting out what their bodies did. Then, they can write these tiny actions down their page, maybe even in a list going down the page. (Poetry: Powerful Thoughts in Tiny Packages, pg. 47)
- Poets spend a long time searching for the exact word to match what they want to say. They reread their poems and ask themselves, "Am I saying exactly what I want to say? What do I want you to know and feel when you read my poem? Is this the true thing I want to say?" And sometimes they find words (or sections) that aren't exactly true, so they write them again. They try to choose different words that they like better. (Poetry: Powerful Thoughts in Tiny Packages, pg. 63)
- Writers, remember you can always ask your partners for help if you can't find the most honest and precise words you need. We can all

relationships (e.g. because)

help one another find the best words for our poems.

- When we studied our mentor author this year, we noticed many things that our mentor author did as a writer. Some of you noticed that one of our mentors repeated words or phrases that carry big feelings. Poets do this too in some poems! They think about the big feeling or thing they want you to know and they decide if there are words they want to repeat to help you know and feel the same thing. (Poetry: Powerful Thoughts in Tiny Packages, pg. 73)
- Writers, we can have lots of poet mentor authors too! Today I want to teach you that we can look to a poem we admire and ask ourselves, "What does this poet do that I could try?"
- Poets, we've learned that one way to convey feelings is by showing not telling them, another way is to repeat certain words or phrases. Today I want to teach you that another way we can let readers know our feelings is by comparing our feelings to something else, something in the world that remind us of that feeling. (Poetry: Powerful Thoughts in Tiny Packages, pg. 81)
- Today poets, I want to teach you that when we write poems, we don't just reach for ways to show our feelings, we also reach for ways to help readers picture what we are seeing and to feel what we are feeling. Poets compare whatever we're writing about (not just our feelings) to something else. (Poetry: Powerful Thoughts in Tiny Packages, pg. 97)
- Today poets, I want to remind you that you have a powerful tool to use when writing your poetry...your partners! Just as our partners helped us revise other kinds of writing this year, our partners can listen to our poems and help us revise them. We might ask each other, "Why did you choose to add a line break here?", "Where is the big feeling in this poem?" or "What are you trying to show us?" or "Which writer do you want to be like?" Partners might also make

suggestions such as, "Have you thought of using this word instead?" Together, poetry partners can find more precise words or try different line breaks to explore other ways a poem could sound or look to match the poet's meaning.

Bend III: Writers Edit, Publish, and Celebrate Our Best Poems and Anthologies

- Today I want to teach you that sometimes as poets reread their poetry, they find that although the whole poem feels not very special, there is a line or a phrase or an image that deserves to be kept, and from this they write new poems. (Poetry: Powerful Thoughts in Tiny Packages, pg. 107)
- Sometimes poets realize that their poems sound more like stories than poems. Today I want to teach you that when poets have story-like drafts, one way they can make them more poem-like is by taking out extra words or taking out parts of the story that aren't the main thing, and instead choosing precise words, words that show not tell, or finding words that create an image in the reader's mind, even playing around with line breaks or patterns on the page. (Poetry: Powerful Thoughts in Tiny Packages, pg. 115)
- Today, poets, I want to remind you that whenever a writer writes something, before we send it out into the world we think, "How can I fix this up? What else can I try?" We can look back at the charts in our rooms about things poets do and see if these charts give us any ideas for fixing our writing up or new things we could try.
- We're just about ready to celebrate our poems with the world, so I want to remind you that we need to think "Can people read my writing?" We've learned lots of ways to do this this year and we can look back at the charts in our rooms to help us remember to reread our poems, making sure each word is readable. (Poetry: Powerful Thoughts in Tiny Packages, pg. 125)
- Today I want to teach you that 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.

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: Poetry- Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- Additionally, a “science journal” (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)
- Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl by acting out the meanings.

Instructional Strategies:

Interdisciplinary Connections

Correlates to Our Nation unit in social studies; air and weather unit in science

- "Exit Cards"- for any academic area (e.g., "Write as many verbs as you can in 2 minutes.")
- Social Studies Curriculum Unit 7- "Our Nation." Use symbols of our nation as subjects of poems. (e.g., Describe the American Flag, Statue of Liberty, The White House, or the Bald Eagle.)
- Health- Nutrition. Use healthy snacks from each group in the Food Pyramid as subjects for poems.
- Math- explore rhyming math pictures books as mentor texts.
- Science- *FOSS Air and Weather*: write poems about the elements of air and weather.

	<p>Technology Integration</p> <ul style="list-style-type: none"> • Use formatting tools in a word processing program to create poems. Look at changing font, size, page alignment, etc. • Have students use a digital camera to take pictures of objects around the school. Print and use these pictures as the subjects for their poems. • Use "Skype" to share their poetry with an appropriate audience (another elementary class, a grandparent, etc.) • Make a KidPix slideshow using each poem as a page in the slideshow. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use media production to practice skills (e.g. grammar, poetry, math used in timing and proportions of media messages, scientific principals involved in calculating size, distance, and lighting) <p>Global Perspectives</p> <ul style="list-style-type: none"> • Study poems from around the world.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy</p>

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 10
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 10
- Poetry: Powerful Thoughts in Tiny Packages* from *Units of Study for Primary Workshop* (Heinemann, 2003)

Mentor Texts:

- Inside My Heart* by Zoe Ryder White
- Time of Wonder* by Robert McClosky
- Lost and Finds* by Rebecca Kai Dotlich
- Falling Down the Page: A Book of List Poems* edited by Georgia Heard

Unit Description: Writing About Science

This unit is an interdisciplinary unit combining science, reading and writing. In science, students are conducting observations and experiments on the topic being studied in class. In reading, students are reading books about the topic to expand their knowledge base. In writing, students are writing to explore the aspect of science being studied as well as to teach what they have learned. In this unit, students will be going through the process of writing. However, they will not be focused on rehearsing, drafting, revising, and editing. They will, instead, focus on writing to record, to question, to hypothesize, observe, and to teach others. The critical link to preparation for this unit is topic selection. Teams should choose a topic to study that is accessible to students, has plenty of resources, and will interest students over time. Needless to say, this decision is a very important one.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Students will write to record, question, hypothesize, observe, and teach others about a topic in science.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How to writers write like scientists?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers write to learn about the world around us
- Writers use nonfiction to teach others what they have learned

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Bend I: Scientists Write to Learn About the World Around Us, Experiment to Answer Lingering Questions, and Use What We Know About Nonfiction Writing to Teach Others What We Have Learned <ul style="list-style-type: none"> • Today I want to teach you that scientists record as much information as we can while we are observing and studying our topics. We can draw detailed, precise illustrations, add labels, write step-by-step what we observe and describe using our senses. • Scientists can use specific tools to help us write and collect information. We can use rulers to make and jot specific measurements, graph paper to draw true to scale, and hand lenses to see every little detail. • Today I want to teach you that as we are conducting our class experiment, we think about the essential question and use it to think about what to record. As we are recording, we jot our lingering questions, big ideas or conclusions to our experiments. • As we are writing about our experiments, we need to make sure that we have paper that helps us write as much as we can. As we choose paper from the writing center, we can ask ourselves, “Does this paper choice give me enough room to do my best writing?”, “Could I make a booklet to collect more information?”, or “Do I need writing that I plan to do?”
Types and Purposes <ul style="list-style-type: none"> <input type="checkbox"/> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	
Production and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	
Research and Distribution of Writing <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Speaking & Listening Standards Comprehension and Collaboration <ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small 	

and large groups.

- 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)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)
- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them their; anyone, everything)
- 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).
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).

Bend II: Collaborating with Partners and Recording Our Experiments, All the While Raising the Level Our Non-Narrative Writing

- Today I want to teach you that as you work with your partners, you need to decide whether or not an experiment is possible to test. Although your ideas might be good ones, you'll have to decide whether or not they are possible in our classroom. Some questions to consider as you make these important decisions might be: "Do we have all of the materials that we need?", "How long will this experiment take?", "Do we have enough time?", "Which experiment will we want to start with?", etc.
- Today I want to teach you that we can use everything that we remember from writing How-to books and our class experiments to support us when we are writing our own experiments. We can think about what we need, consider each step in the experiment and how we will add illustrations that teach in a way that someone could follow our directions. We need to think about how we might: ask a question, include background research, construct a hypothesis, test our hypothesis by doing an experiment beforehand, study our information and draw a conclusion to share our results.
- Today I want to teach you that as writers we can revise our writing by working with others. You can work with your partner to decide where you might add more specific information or additional steps, or where you might take away unnecessary parts. Being specific allows our readers to replicate our experiments. We can add information that teaches how much, how long, how it moves, etc...When we revise, we want to make sure that our steps match and

- Use frequently occurring adjectives
- Use determiners (e.g. articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g. looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.
- Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g. note places at the home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and

sometimes we need to take away parts that don't match or are not clear.

Bend III: Putting All of Our Learning Together and Publishing Our Information Books

- Today I want to teach you that writers plan information/experiment books by rereading our notes and thinking about the big things that we learned and the experiments that we conducted. Then, we can choose the information that is important to teach others. As we write, working with partners can help us remember and decide on the information that is most important to include in our books.
- Today I want to teach you that using mentors can help us make our writing look and sound like other science books in the world. We can think about how we want our whole books to be structured, individual pages to be organized, which details science writers often include, etc. As we study our mentor texts, we may ask ourselves, "What is this author doing in her writing that I could do, too?"
- As we write, we can choose or design our paper choice to match our mentor texts. We can keep our mentor books at our writing spots and study how the author organized the page.
- Today I want to teach you that writers use everything that we know to revise and say more in our lab reports. We can use everything that we have already learned about informational writing in order to make comparisons, give examples, use definitions, etc. This will help our readers understand what we are teaching.
- Today I want to teach you that writers can include an introduction and conclusion to our books. When we are writing our introductions and conclusions, we think about the important points in our books. We

adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

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

can highlight the important information and tell a little of that in these two sections.

- It is helpful to glance back at our mentor texts to get ideas about introductions and conclusions. In some introductions, the authors ask their readers questions. In some conclusions, the authors recap the key ideas presented in the book.
- Today I want to remind you that you are writing for readers and just like we have done in all of our pieces across the year, we want to make sure that our writing is as easy to read as possible. We have a toolkit full of strategies to help us edit our writing. As you edit your writing, remember to check your spelling, use capital letters at the beginning of sentences, and punctuation at the end of sentences.
- As we get ready to publish our books, we will want to think about ways that we might fancy them up. Today I want to teach you how we can include photographs, different fonts, and an eye-catching cover or an intriguing back blurb to make others want to pick up the books that we have worked so hard to write.

Sample Assessments:

- Conferring notes
- Make a checklist using the mini-lessons for measurable skills. Note which measurable skills have been mastered, and which are still an area of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements

- Science Journal- Additionally, a “science journal” (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 (capture thoughts on paper, and to give specific information.)
- Have students make an "Expert Hat" (sentence strip) that says, "Ask me about _____" During their end of the unit celebration, guest come in and go from table to table, asking them questions about their topic.

Instructional Strategies:

Interdisciplinary Connections

Correlates to plant unit in science; diversity unit in social studies

- "Exit Cards"- for any academic area (e.g., Health- "Name 2 different health workers and how they keep us healthy.")
- *Everyday Mathematics*-Open Response Questions in Unit Assessments
- Science- FOSS Unit- *New Plants*. Students use the resources from this unit to make a class "All About New Plants" book.
- Social Studies Curriculum Unit 8- *Diversity and the Holocaust*: Students make an expert book on, "Accepting the Way Other People Are- Expert on Differences."
- Nystrom Literacy Library- read aloud *Forest Bright, Forest Night*. Have students select their favorite illustration from the book. Have them write why it is their favorite. Compile into a class book.

Technology Integration

- Use Curriculum Connections page to gather information on their topic, using links to appropriate websites from this page.
- Use document camera or overhead projector to share samples of students' letters.

Media Literacy Integration

- Discuss how people of earlier generations might have learned about this topic, what types of information were available to them compared with sources available to us now, and the difference that would make in people’s lives.

	<p>Global Perspectives</p> <ul style="list-style-type: none"> Investigate how the topic being studied exists in the world at large. For example, if you are conducting a class study on plants, include plants found in different ecosystems or biomes around the world.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 9
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 9

Mentor Texts:

- Resources from the District Non-Fiction Grant Order
 - *Maple Trees*
 - *Oak Trees*
 - *Seeds*
 - *Leaves*
 - *Roots*
 - *Stems*
 - *Parts of a Plant*
 - *Water as a Gas*

- *Water as a Liquid*
- *Waters as a Solid*
- *Air Around Us*
- *How to Make and Earthworm Farm*
- *The Vegetable Garden*
- *What is Water?*
- *I am Water*
- *Solids, Liquids, and Gases*

Unit Description: Conventions of Writing (YEARLONG, GRADE-LEVEL REQUIREMENTS)

Throughout the units of study, students will be accountable for learning conventional grammar and various conventions of writing when appropriate. Therefore, this content description has been created to identify those skills that should be taught and mastered by the end of the school year. Knowing and observing proper grammar and conventions of writing it makes it possible to communicate ideas more clearly. These skills should NOT be taught in isolation via ditto or worksheet. Instead, they should be taught through conferences, small groups skill sessions, revision lessons and other areas on an as needed basis. Skills covered in this description include: text layout, grammar, capitalization, punctuation, handwriting and word processing.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<input type="checkbox"/> Identify conventional grammar, capitalization, punctuation, and handwriting appropriate per grade level.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<input type="checkbox"/> Which conventions of writing are important for me to learn and master?	Students will understand that... <input type="checkbox"/> Knowing and observing proper conventions of writing makes it possible to communicate ideas more clearly.

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
<p>Types and Purposes</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p><u>Text Layout</u></p> <ul style="list-style-type: none"> • Understand that the print and pictures can be placed in a variety of places on the page within a book • Place words in lines, starting left to right, top to bottom • Place titles and headings in the appropriate place on a page • Use underlining and bold print to convey meaning • Understand that layout of print and illustrations are important in conveying meaning of a text • Use spaces between words <p><u>Grammar</u></p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> • Use conventional sentence structure (noun + verb)
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 	<p><u>Parts of Speech</u></p> <ul style="list-style-type: none"> • use noun and verb agreement (I can) • use prepositional phrases (to the bus, on the bus) • use modifiers (red dress; ran fast)
<p>Research and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> With guidance and support from adults, recall information 	<p><u>Tense</u></p> <ul style="list-style-type: none"> • Write in past tense (<i>I went home yesterday</i>). • Write in future tense (<i>I'm going to go...</i>) <p><u>Capitalization</u></p>

from experiences or gather information from provided sources to answer a question.

Speaking & Listening Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
- 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)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 of the Nation Core Standards for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)

- Demonstrate knowledge of the use of upper and lowercase letters of the alphabet
- Capitalize I
- Show awareness of the first place position of capital letters in words
- Use uppercase letters in titles
- Use a capital letter for the first word of a sentence
- Use capital letters in the beginning position in a few familiar, known proper nouns.

Punctuation

- Use periods, exclamation points, and question marks as ending marks
- Notice the use of punctuation marks in books and try them out in own writing
- Read one's writing aloud and think where punctuation would go

Handwriting/Word-Processing

- Leave appropriate space between words
- Hold pencil or pen with satisfactory grip
- Return to the left margin to start a new line
- Use a preferred hand consistently for writing
- Write left to right in lines
- Write letters and words that can be easily read
- Write letters in groups to form words
- Form upper and lowercase letters efficiently in manuscript print
- Form upper and lowercase letters proportionately in manuscript print

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 1st grade Portfolio Checklist/ Portfolio

- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them their; anyone, everything)
- 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).
- Use frequently occurring conjunctions (e.g. and, but, or, so, because).
- Use frequently occurring adjectives
- Use determiners (e.g articles, demonstratives)
- Use frequently occurring prepositions (e.g. during, beyond, toward).
- Produce and expand complete simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
- Capitalize dates and names of people.
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Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g looks, looked, looking)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the category represents.

Requirements

- Writing in notebook
- Final stories/ essays
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

- Students can draw from and write about school experiences which occurred over the school year in any subject
- Write a research essay about a curriculum topic in science or social studies.
- Students will write opinion essays about books from reading
- Students will write opinion essays about topics from science, social studies, and math
- Set a historical fiction piece in a time period being studied in social studies.
- Include scientific principles in the fantasy story.

Technology Integration

- Access and use simple programs on the computer (easy word processing, games)
- Locate letter keys on a computer keyboard to type simple messages

Media Literacy Integration

- Substitute media production to practice specific skills (e.g. grammar, etc)

<ul style="list-style-type: none"> <input type="checkbox"/> Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes) <input type="checkbox"/> Identify real-life connections between words and their use (e.g. note places at the home that are cozy) <input type="checkbox"/> Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings. <input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g. because) 	<p>Global Perspectives</p> <ul style="list-style-type: none"> • Students will understand their place in the world by writing about what matters most to them and how it may differ from others in the world. • Students can pick topics ranging from a number of ideas and sources around the world, and conduct research from around the world using the world-wide web. • Students could interview people on Skype to gather information on their topic. • Students can research various perspectives on historical events via the Internet. • Students can create characters from various cultures and perspectives
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- The Power of Grammar: Unconventional Approaches to the Conventions of Language* Mary Ehrenworth, Vicki Vinton
- The Resourceful Writing Teacher: A Handbook of Essential Skills and Strategies* Jenny Mechem Bender
- Practical Punctuation: Lessons on Rule Making and Rule Breaking in Elementary Writing* Dan Feigelson
- Getting Grammar: 150 New Ways to Teach an Old Subject* Donna Hooker Topping
- Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* Jeff Anderson
- Revising and Editing: Using Models and Checklists to Promote Successful Writing Experiences* Les Parsons (2001)

