



Grade 1 - Unit 2 Writing - Just a Moment, Please

Unit Focus

Students will write using words and pictures about a time they did something. As they zoom in on that moment, they will include an interesting beginning and ending, use transition words, and stretch a story across three pages. You will teach students to use their editing checklist to revise and edit their work and to fix up spelling, stretch out the sounds of words and to use parts of words they know to spell new words. Writers will bring many pieces through the writing process. Building the habit of rereading for clarity and to edit is an important strategy that you will model for students all year long. Writers will collaborate with partners to act out and orally rehearse important moments and you'll teach the kinds of compliments and questions that readers share with a writer to help that writer try out new ways to make their work even better. Reading and writing instruction continue to integrate while students notice how writers develop characters with description and elaboration. You'll use mentor texts that model small moment writing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none"><i>English Language Arts: 1</i>Demonstrate understanding of the organization and basic features of print. <i>(CCSS.ELA-LITERACY.RF.1.1)</i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <i>(CCSS.ELA-LITERACY.RF.1.1.A)</i>Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.1.3)</i>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>(CCSS.ELA-LITERACY.RF.1.3.D)</i>Recognize and read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.1.3.G)</i>Writing<ul style="list-style-type: none">With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>(CCSS.ELA-LITERATURE.W.1.8)</i>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>(CCSS.ELA-LITERATURE.SL.1.1)</i>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). <i>(CCSS.ELA-LITERACY.SL.1.1.A)</i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <i>(CCSS.ELA-LITERACY.SL.1.1.B)</i>	<i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience. U2 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.	<i>Students will keep considering...</i> Q1 Why am I writing? What is my purpose? Q2 How do I develop and refine my idea(s)? Q3 What revisions/edits do I need to make to improve my writing?	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<i>Students will know...</i> K1 Writers tell, then write their stories. K2 There are rules of language and phonics.	<i>Students will be skilled at...</i> S1 Write a story with a beginning, middle, and end. S2 Write a story in the moment. S3 Begin a story at an important part.		

Stage 1: Desired Results - Key Understandings

- Ask questions to clear up any confusion about the topics and texts under discussion. *(CCSS.ELA-LITERACY.SL.1.1.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.1.1)*
- Print all upper- and lowercase letters. *(CCSS.ELA-LITERACY.L.1.1.A)*
- Use common, proper, and possessive nouns. *(CCSS.ELA-LITERACY.L.1.1.B)*
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). *(CCSS.ELA-LITERACY.L.1.1.D)*
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.1.5)*
- 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. *(CCSS.ELA-LITERACY.L.1.5.D)*
- Language
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). *(CCSS.ELA-LITERACY.L.1.6)*

Madison Public Schools Profile of a Graduate

Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

K3 Vocabulary: Capitalization, punctuation, common, proper, and possessive nouns, personal, possessive, and indefinite pronouns.

S4 Write to include actions, thoughts, movement and feelings.

S5 Capitalize first words and I, add end punctuation.

S6 Spell grade level snap words.

S7 Use common, proper, and possessive nouns.

S8 Use personal, possessive, and indefinite pronouns.