

Grade 1 - Unit 1 Writing - Taking Charge of Our Writing Lives

Unit Focus

The arriving first graders are published authors of persuasive, narrative and informational books. They talked and wrote in great volume, using checklists and teacher guidance to set goals to choose topics, revise and edit their work. They are full of stories and news to share with audiences. They tell stories out loud, by acting out and by drawing pictures and share stories and information about what is important to them in whole group, small groups and partnerships. Students have worked to build encoding skills and strategies in kindergarten and are familiar with many workshop instructional strategies and routines including turn and talk, interactive writing, interactive read aloud and process writing. Students will develop a joy of trying out new ideas, strategies and feel the reward of writing a story to entertain and engage a reader. Students will bring important photographs to decorate their writing folders or create a map of the heart as a way to generate ideas that are really important to them. They will use pictures to tell oral stories to one another and to then try out writing their stories over three pages.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS.ELA-LITERATURE.W.1.5) ○ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELA-LITERATURE.W.1.8) • Speaking & Listening () <ul style="list-style-type: none"> ○ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS.ELA-LITERATURE.SL.1.4) ○ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS.ELA-LITERATURE.SL.1.5) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.1.1) <ul style="list-style-type: none"> ○ Use singular and plural nouns with matching 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate writing to identify areas of strength and set goals for future development (Reflection)</p> <p>T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to pursue in future writing (Imagining)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p> <p>U3 Theme: Writers use notebooks to notice, observe, experiment and reflect.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What stories and ideas do I want to share?</p> <p>Q2 How can I grow as a writer? What goals will help me share my ideas with readers?</p> <p>Q3 What tools help me share my ideas and solve problems?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Vocabulary: Topic, Beginning, Middle, End, Who, What, Where, Why, When, How, Setting,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Choosing topics about a place, person or action to write about</p>	

Stage 1: Desired Results - Key Understandings

<p>verbs in basic sentences (e.g., He hops; We hop). <i>(CCSS.ELA-LITERACY.L.1.1.C)</i></p> <ul style="list-style-type: none"> ○ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <i>(CCSS.ELA-LITERACY.L.1.1.J)</i> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.1.2)</i> <ul style="list-style-type: none"> ○ Capitalize dates and names of people. <i>(CCSS.ELA-LITERACY.L.1.2.A)</i> ○ Use end punctuation for sentences. <i>(CCSS.ELA-LITERACY.L.1.2.B)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> ● Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. <i>MM.2.2</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> ● Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i> 	<p>Characters, Place, Label, Plan, Draft, Revise, Picture, Date, capitalize, singular, plural, nouns, verbs, complete sentences, punctuation, period, exclamation mark, question mark</p>	<p>S2 Orally telling real-life stories with a beginning, middle and end</p> <p>S3 Drawing a story over three pages to plan.</p> <p>S4 Adding words to match pictures</p> <p>S5 Asking questions to understand another student's story</p> <p>S6 Adding pages to a book</p> <p>S7 Using letter sounds to write words.</p> <p>S8 Using word boundaries.</p> <p>S9 Capitalizing the first word and the word I, dates, and the names of people.</p> <p>S10 Writing sentences with subject/verb agreement.</p> <p>S11 Writing in complete sentences.</p> <p>S12 Using periods, question marks, and exclamation marks when writing.</p>
--	---	---