

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

Unit Focus

Writers will focus on a single moment...zooming right in with words and pictures to make readers feel like they are right there. Writers are encouraged to write about one time they did something and include an interesting beginning and ending. They learn to use transition words, stretch a story with words and pictures over at least three pages and include details. Writers will use tools like the word wall and quick word dictionaries 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. As students write, end punctuation, word boundaries, and capital letters will be areas of focus in editing. Writers will be rereading for clarity and editing will be an important strategy for students. Writers will collaborate with partners to act out and orally rehearse important moments. Reading and writing instruction will continue to integrate while students notice how writers develop characters with description and elaboration. In the second part of the unit writers will dive into writing small moments stories for the characters they love.

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"> ○ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS.ELA-LITERATURE.W.1.3) ○ 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, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.ELA-LITERATURE.W.1.6) ○ 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) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas to pursue in future writing.</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation, Perseverance)</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>Acquisition of Knowledge and Skill</p>	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Writers tell, then write their stories.</p> <p>K2 Small Moment, event, detail, past, present,</p> <p><i>Students will be skilled at...</i></p> <p>S1 Reading stories to peers with expression that reflects the meaning in the story</p>		

Stage 1: Desired Results - Key Understandings

<p>(<i>CCSS.ELA-LITERACY.L.1.1</i>)</p> <ul style="list-style-type: none"> ○ 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). (<i>CCSS.ELA-LITERACY.L.1.1.E</i>) ○ Use frequently occurring adjectives. (<i>CCSS.ELA-LITERACY.L.1.1.F</i>) ○ Use frequently occurring prepositions (e.g., during, beyond, toward). (<i>CCSS.ELA-LITERACY.L.1.1.I</i>) <ul style="list-style-type: none"> ● 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>) ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (<i>CCSS.ELA-LITERACY.L.1.2.E</i>) ● With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (<i>CCSS.ELA-LITERACY.L.1.5</i>) <ul style="list-style-type: none"> ○ Identify real-life connections between words and their use (e.g., note places at home that are cozy). (<i>CCSS.ELA-LITERACY.L.1.5.C</i>) <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> ● Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal. <i>MM.4.2</i> 	<p>future, sentence, period, exclamation point, question mark, edit, revise, checklist, writing goal, writing partner, Speech Bubble, Feeling, Thought, Action, Movement, published, capitalize, adjectives, singular, plural, nouns, verbs, prepositions</p>	<p>S2 Using end punctuation</p> <p>S3 Using checklists to reflect on growth and goals.</p> <p>S4 Revising to add actions, thoughts, movement and feelings.</p> <p>S5 Ending a story in the moment.</p> <p>S6 Beginning a story at the important part.</p> <p>S7 Capitalizing the first words and the word I, dates, and names of people.</p> <p>S8 Writing using adjectives to describe.</p> <p>S9 Writing using subject/verb agreement.</p> <p>S10 Writing using prepositions.</p>
---	---	---