

Grade 1 - Unit 3 Writing - Writers Are Teachers

Unit Focus

Kindergarten students proudly wrote How To and All About books using text features to teach readers. Students will review how-to writing. Students will learn how to add how-to and procedures into their all about books as they transfer their learning and write under the influence of mentor authors. Writers will learn how to organize their writing like the authors of the books they are reading and plan a main idea with supporting details through the familiar watermelon and seeds metaphor that your writers used to plan their small moments. Writers will begin by thinking about the topics that they are already experts in! Writers will match their topic, audience, message and purpose to the product they decide to create. First graders know so much about their own hobbies, activities, homes, rooms, sports, nature and families that they can begin writing how-to and all about books right away. As writers learn more about reading to learn they may begin to incorporate some of their reading and research into their later products. Writers will be encouraged to use and add non-fiction text features as they learn more about the genre in reading and write under the influence of mentor authors. Students will publish many books during this unit!

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 informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <i>(CCSS.ELA-LITERATURE.W.1.2)</i> ○ 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. <i>(CCSS.ELA-LITERATURE.W.1.5)</i> ○ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>(CCSS.ELA-LITERATURE.W.1.6)</i> ○ 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). <i>(CCSS.ELA-LITERATURE.W.1.7)</i> ○ 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> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.1.1)</i> <ul style="list-style-type: none"> ○ Use singular and plural nouns with matching verbs in basic 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas to pursue in 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. (Design, Presentation)</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 Writers plan and use structures to match their audience and purpose</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How can I use non-fiction writing to teach readers?</p> <p>Q2 What do I want my readers to learn?</p> <p>Q3 What do non-fiction writers do to help readers learn and understand?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 There are many kinds of informational</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Planning informational books with a</p>

Stage 1: Desired Results - Key Understandings

- sentences (e.g., He hops; We hop). *(CCSS.ELA-LITERACY.L.1.1.C)*
- Use frequently occurring adjectives. *(CCSS.ELA-LITERACY.L.1.1.F)*
- Use frequently occurring conjunctions (e.g., and, but, or, so, because). *(CCSS.ELA-LITERACY.L.1.1.G)*
- Use determiners (e.g., articles, demonstratives). *(CCSS.ELA-LITERACY.L.1.1.H)*
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *(CCSS.ELA-LITERACY.L.1.1.J)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.1.2)*
 - Capitalize dates and names of people. *(CCSS.ELA-LITERACY.L.1.2.A)*
 - Use end punctuation for sentences. *(CCSS.ELA-LITERACY.L.1.2.B)*
 - Use commas in dates and to separate single words in a series. *(CCSS.ELA-LITERACY.L.1.2.C)*
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *(CCSS.ELA-LITERACY.L.1.2.D)*
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. *(CCSS.ELA-LITERACY.L.1.2.E)*

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- Design: Students will be able to engage in an appropriate process to refine their product. *MM.2.3*

Collaboration/Communication

- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. *MM.3.3*

writing.
 K2 Content Vocabulary: Procedural, How-To, Table of Contents, Warning, Glossary, Bold Words, Index, Caption, Photo, Diagram, Map, Chart, Time Line, Plan, Draft, Revise, Edit, Publish, Reflect, Writing Checklist, Compare/Contrast, Question and Answer, adjective, nouns, verbs, singular, plural, conjunction, compound sentence.

- main idea and details.
 S2 Planning, drafting and revising text features to teach readers.
 S3 Using rereading to restart and clarify writing.
 S4 Choosing topics independently.
 S5 Writing complete sentences.
 S6 Using end punctuation marks accurately and consistently.
 S7 Using checklists and mentor texts to set goals for writing.
 S8 Using resources to check spelling of important content words.
 S9 Using adjectives to describe a person, place, or thing.
 S10 Writing sentences in which the noun and verb are friends.
 S11 using a conjunction to write a compound sentence.