

# Grade 1 - Unit 4 Writing - Writing Traditional Tales

## Unit Focus

Writers will enthusiastically be making their own traditional tales and fairy tales. Students will write under the influence of mentor authors and tales while adding their own imagination to teach a traditional message that is modernized for readers today. Writers will continue to build their knowledge of writing small moments and learn to add details to oral and written stories as they act out, draft and revise. Acting out will help writers capture how their characters look and move and write dialogue, description and actions to help readers visualize and predict while they read. Writers and readers will study the language and structure of traditional tales and fairy tales and incorporate it into their own tales. Writing partnerships will grow in importance as writers try out new ideas with partners who will give feedback and suggestions to make the story even better. Students will work with partners throughout this unit to imagine and take risks for new versions of traditional tales.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> <li>• Writing               <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ 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)</li> <li>○ 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)</li> </ul> </li> <li>• Speaking &amp; Listening               <ul style="list-style-type: none"> <li>○ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS.ELA-LITERATURE.SL.1.4)</li> <li>○ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS.ELA-LITERATURE.SL.1.5)</li> </ul> </li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-</li> </ul>	<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 (Imagining)</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)</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<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 do writers make traditional tales new and interesting?</p> <p>Q2 What is my purpose when I write traditional stories?</p> <p>Q3 How do writers invite readers right into their moments?</p> <p>Q4 How can I make a traditional story my own?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p>K1 Content Vocabulary: Flat Characters,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Planning and stories with a beginning,</p>	

## Stage 1: Desired Results - Key Understandings

*LITERACY.L.1.1)*

- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). *(CCSS.ELA-LITERACY.L.1.1.D)*
- 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). *(CCSS.ELA-LITERACY.L.1.1.E)*
- 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 frequently occurring prepositions (e.g., during, beyond, toward). *(CCSS.ELA-LITERACY.L.1.1.I)*
- 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)*
- 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)*

**Student Growth and Development 21st Century Capacities Matrix**

*Creative Thinking*

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

*Collaboration/Communication*

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

Hero, Villain, Character, Setting, Plot, Narrator, Dialogue, Description, Small Moment, Conflict, Problem, Solution, Lesson, Personification, Magic, Good vs. Evil, Repeating ideas, Happy Ending, plot mountain, transition words, capitalize, adjectives, verbs, past, present, future, singular, plural, nouns, pronouns, conjunctions, prepositions, complete sentences, compound sentences, punctuation, period, exclamation mark, question mark

middle, and end.

- S2 Using a plan to draft a story.
- S3 Revising small moments to include actions, thoughts, feelings and dialogue.
- S4 Using words and drawings together to convey meaning in a story.
- S5 Using sensory details to build a tone and mood.
- S6 Writing a beginning that engages readers in the setting of the story.
- S7 Writing an ending that reveals the lesson learned in the story.
- S8 Working with a writing partner to identify and pursue writing goals.
- S9 Capitalizing the first word and the word I, dates, and names of people.
- S10 Using adjectives to describe a person, place, or thing.
- S11 Using verbs in the past, present, and future tense.
- S12 Using pronouns in writing.
- S13 Using conjunctions to write a compound sentence.
- S14 Using prepositions when writing.
- S15 Writing using complete sentences.
- S16 Adding the correct punctuation at the end of a sentence.