

First Grade Writing

Curriculum/Content Area: Writing	Course Length: One Year
Course Title: First Grade Literacy	Date last reviewed:
Prerequisites: N/A	Board approval date:
<p>Primary Resource: Teachers College Readers and Writers Project <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Through these units, students will be tapping into their burgeoning powers as readers as well as writers, and believe they can do anything. Students will take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact. Students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. Students will create persuasive reviews of all sorts and finally book reviews that hook the reader, clearly express the writer's opinion, and bolster their argument in convincing ways. Students will also learn to "show, not tell" and use action, dialogue, and feelings to create a whole series of fiction books.

Priority Standards - Anchor Standards
<p>Wisconsin Standards for English Language Arts</p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p>WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p>WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>K-1</i></p>

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 1st Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

Unit 1 - Small Moments: Writing with Focus, Detail, and Dialogue

Enduring Understandings

- Share a story in order, with details.
- Write a small moment story across pages.
- Make the writing powerful by showing what the characters said, did, and felt.
- Learn from mentor texts/authors and try out those craft moves.
- Edit and revise a selected piece.

Essential Questions

- How can I write a folder full of stories that tell what happened, in order, with details?
- How can I remember and zoom in on small moments that happen to me and then tell and write those stories across pages?
- How can I bring the people in my stories to life by showing what they (and I) said, did, and felt?
- How can I learn what authors do to make great stories and then try out those craft moves myself?
- How can I fix and fancy up my best story to make it ready for the library?

Standards

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Learning Targets

I can answer questions about important parts of a text. (R.1.1)

- *Bend 1, Session 6 Partnerships and Storytelling*
- *Bend 1, Session 7 Reading Our Writing Like We Read Our Books*
- *Bend 3, Session 14 Studying a Story to Learn Ways the Author Makes It Special*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*
- *Bend 4, Session 18 Using All We Know To Revise*

I can identify words and phrases that make me think of the five senses. (R.1.4)

- *Bend 2, Session 10 Bringing What's Inside Out*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*
- *Bend 3, Session 16 Trying Out a Craft Move from a Mentor Text*

I can introduce the topic or name the book I am writing about (W.1.4)

- *Bend 1, Session 1 Lives are Full of Stories to Tell*

I can name a topic (W.1.4)

- *Bend 1, Session 1 Lives are Full of Stories to Tell*

- *Bend 1, Session 5 Zooming In*

I can provide some sense of closure (W.1.4)

- *Bend 1, Session 2 Planning for Writing*

I can recount two or more appropriately sequenced events (W.1.4)

- *Bend 1, Session 1 Lives are Full of Stories to Tell*
- *Bend 1, Session 2 Planning for Writing*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*

I can use temporal words to signal event order (first, next, finally) (W.1.4)

- *Bend 1, Session 1 Lives are Full of Stories to Tell*
- *Bend 1, Session 2 Planning for Writing*
- *Bend 1, Session 5 Zooming In*
- *Bend 1, Session 6 Partnerships and Storytelling*
- *Bend 2, Session 9 Telling Stories in Itsy Bitsy Steps*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*

I can provide some sense of closure (W.1.4)

- *Bend 1, Session 2 Planning for Writing*
- *Bend 2, Session 10 Bringing What's Inside Out*
- *Bend 4, Session 18 Using All We Know To Revise*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.1.4)

- *Bend 1, Session 1 Lives are Full of Stories to Tell*
- *Bend 1, Session 2 Planning for Writing*
- *Bend 1, Session 3 Using Pictures to Add On*
- *Bend 1, Session 5 Zooming In*
- *Bend 1, Session 6 Partnerships and Storytelling*
- *Bend 1, Session 7 Reading Our Writing Like We Read Our Books*
- *Bend 2, Session 8 Unfreezing Our Characters and Our Writing*
- *Bend 2, Session 9 Telling Stories in Itsy Bitsy Steps*
- *Bend 2, Session 10 Bringing What's Inside Out*
- *Bend 3, Session 14 Studying a Story to Learn Ways the Author Makes It Special*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*
- *Bend 3, Session 16 Trying Out a Craft Move from a Mentor Text*
- *Bend 4, Session 18 Using All We Know To Revise*

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

- *Bend 1, Session 6 Partnerships and Storytelling*
- *Bend 3, Session 14 Studying a Story to Learn Ways the Author Makes It Special*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*

I can add on to a conversation by adding details and asking questions. (SL.1.1)

- *Bend 1, Session 6 Partnerships and Storytelling*
- *Bend 3, Session 14 Studying a Story to Learn Ways the Author Makes It Special*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*
- *Bend 3, Session 17 Turning to Other Mentor Texts*

I can print all upper- and lowercase letters. (L.1.1a)

- *Bend 2, Session 13 Editing: Capital Letters and End Marks Help Readers*
- *Bend 4, Session 18 Using All We Know To Revise*

I can 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). (L.1.1e)

- *Bend 2, Session 8 Unfreezing Our Characters and Our Writing*
- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*
- *Bend 4, Session 18 Using All We Know To Revise*

I can use frequently occurring adjectives. (L.1.1f)

- *Bend 2, Session 10 Bringing What's Inside Out*

I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

I can show where period, question mark or exclamation point is in a sentence. (F.1.1a)

- *Bend 2, Session 13 Editing: Capital Letters and End Marks Help Readers*
- *Bend 4, Session 18 Using All We Know To Revise*

I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)

- *Bend 2, Session 8 Unfreezing Our Characters and Our Writing*

I can blend the syllables in a word, even when it has a blend in it. (F.1.2b)

- *Bend 2, Session 12 Using Familiar Words to Spell New Words*

I can say just the middle sound of a word. (1 syllable) (F.1.2c)

- *Bend 1, Session 4 Stretching Words to Spell Them*
- *Bend 2, Session 12 Using Familiar Words to Spell New Words*

I can tap each sound I hear in a little word (1 syllable) (F.1.2d)

- *Bend 1, Session 4 Stretching Words to Spell Them*
- *Bend 2, Session 12 Using Familiar Words to Spell New Words*
- *Bend 4, Session 18 Using All We Know To Revise*

I can use word parts I know to read bigger words. (F.1.3e)

- *Bend 2, Session 12 Using Familiar Words to Spell New Words*
- *Bend 4, Session 18 Using All We Know To Revise*

I can read words with endings like -ed, -ing, and -s. (F.1.3f)

- *Bend 3, Session 15 Trying Out a Craft Move from a Mentor Text*
- *Bend 4, Session 18 Using All We Know To Revise*

I can read snap words. (F.1.3g)

- *Bend 1, Session 4 Stretching Words to Spell Them*
- *Bend 2, Session 12 Using Familiar Words to Spell New Words*
- *Bend 4, Session 19 Editing With A Checklist*

Assessment Evidence

<p>Performance Assessment Options <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> • 	<p>Other assessment options <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> •
Digital Tools & Supplementary Resources	
<p>Recommended Mentor Texts:</p> <ul style="list-style-type: none"> • <i>Night of the Veggie Monster</i> by George McClements 	

Unit 2: Writing How-To Books	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Write books that teach people how to do something 2. Use diagrams and words to teach people how to do something, step by step. 3. Study what a published author did in her book and learn ways to make theirs better 4. Make sure that readers understand what they are saying. 5. Edit and reread a selected piece, making sure it is clear to the reader. 	<ol style="list-style-type: none"> 1. How can I write lots of books that teach people how to do something? 2. How can I learn to do a different kind of writing, so that I use diagrams and words to teach people how to do something, step by step? 3. How can I learn ways to make my How-to books even better by studying what a published author did in her book? 4. When I am writing How-to books, how can I do a better job of making sure that readers understand what I am saying? 5. How can I edit my best How-to book and then reread it, thinking about my readers, so that I make it work for them?
Standards:	
<p><u>Priority Standards</u></p> <p>WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>WI.ELA.W4: <i>Begins 3rd Grade:</i> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. 	

- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Learning Targets

I can introduce the topic or name the book I am writing about (W.1.4)

- *Bend 1, Session 1- Writers get ideas by thinking about who their audience will be and what their audience would like to learn about so that they can plan their story.*
- *Bend 1, Session 2- Writers get ideas by noticing things that they enjoy doing or using so that they can teach others about this topic*

I can have a conclusion (W1.4)

- *Bend 2, Session 5- Writers make their writing more powerful by writing longer steps that include more details so readers will know how, why, or where to do things.*
- *Bend 3, Session 8- Writers revise their stories by trying out new craft moves in their writing and asking themselves, "Did it Work?" or "Should I try it again in a new way?" so that the reader is able to understand the writing as it was intended*

I can name a topic (W.1.4)

- *All sessions in unit*

I can provide some sense of closure (W.1.4)

- *Bend 2, Session 5- Writers make their writing more powerful by writing longer steps that include more details so readers will know how, why, or where to do things.*

I can recount two or more appropriately sequenced events (W.1.4)

- *Bend 1, Session 3- Writers plan their writing by thinking about exact steps so that their readers can learn how to do it.*
- *Bend 2, Session 4- Writers revise by rereading their writing and trying it out so that they can see what*

words and what needs to be fixed in their how to writing

- *Bend 2, Session 5- Writers make their writing more powerful by writing longer steps that include more details so readers will know how, why, or where to do things*
- *Bend 2, Session 6- Writers make their writing more powerful by trying another craft move as a master author so that their writing becomes more powerful*
- *Bend 3, Session 7- Writers get ideas by studying the craft of other how to writing (mentor texts and classmates writing) so that they can try out those craft moves in their own writing.*
- *Bend 3 Session 8- Writers revise their stories by trying out new craft moves in their writing and asking themselves, “Did it Work?” or “Should I try it again in a new way?” so that the reader is able to understand the writing as it was intended*

I can use temporal words to signal event order (first, next, finally) (W.1.4)

- *Bend 1, Session 3- Writers plan their writing by thinking about exact steps so that their readers can learn how to do it*
- *Bend 2, Session 5- Writers make their writing more powerful by writing longer steps that include more details so readers will know how, why, or where to do things.*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.1.4)

I can use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)

I can read and understand a variety of kinds of texts written for first graders. (R.1.10)

I can understand the books I read. (F.1.4)

- *All sessions in unit*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

- *Bend 3, Session 9- Writers revise their writing with a partner by asking each other questions and checking their writing so that it is as precise, meaningful, and well crafted as it can be*
- *Bend 3, Session 11- Writers can share their story with an audience by using a clear speaking voice so that their audience can understand their how to writing*

I can add on to a conversation by adding details and asking questions. (SL.1.1)

- *Bend 3, Session 9- Writers revise their writing with a partner by asking each other questions and checking their writing so that it is as precise, meaningful, and well crafted as it can be*

I can use frequently occurring adjectives. (L.1.1f)

- *Bend 2, Session 4- Writers revise by rereading their writing and trying it out so that they can see what words and what needs to be fixed in their how to writing*

I can use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)

- *Bend 2, Session 5- Writers make their writing more powerful by writing longer steps that include more details so readers will know how, why, or where to do things*

I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

- *All Sessions in Bend 2 of How to Writing Unit*

I can show where period, question mark or exclamation point is in a sentence. (F.1.1a)

- *Bend 3, Session 10- Writers edit their writing by using all that they know about punctuation (commas), capitalization, and spelling (word work) so that their writing is clear and easy to read.*

I can read snap words. (F.1.3g)

- *Bend 2, Session 4- Writers revise by rereading their writing and trying it out so that they can see that what words and what needs to be fixed in their how to writing*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Unit 3 - Nonfiction Chapter Books

Enduring Understandings

1. Using strategies to examine and convey complex ideas will help them write informative texts.
2. Planning, revising, editing and rewriting will strengthen writing.
3. Conducting research projects based on focused questions allows them to demonstrate their understanding of a subject.
4. How to gather relevant and credible information from print and digital sources without plagiarizing.
5. How to approach varied writing tasks that require different levels of stamina.

Essential Questions

1. How can I learn to write many non-fiction chapter books and improve my skills for teaching and writing information well?
2. How can I use what I know about planning, drafting, spelling the best I can, and setting goals to write the best information books I can?
3. How can I write chapter books that are organized and detailed, that teach the reader about my topics?
4. How can I use what I have learned about rereading, revising, and editing my work, with more independence, to publish a nonfiction book?

Standards

Priority Standards

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Learning Targets

I can ask questions about the important parts of the text (R.1.1)

I can answer questions about important parts of a text. (R.1.1)

- *Bend 1, Session 1: Writers Get Ready to Write by Teaching All About a Topic*
- *Bend 1, Session 3: Writers Keep Readers in Mind, Writing to Answer Their Questions*
- *Bend 1, Session 4: Nonfiction Writers Teach with Pictures, as well as Words*
- *Bend 2, Session 9: Writing Tables of Contents*
- *Bend 2, Session 11: Writers Write with Details and Help Readers Picture Details by Using Comparisons*
- *Bend 2, Session 12: Different Kinds of Writing In Teaching Books*
- *Bend 3, Session 15: Writers Use All They Know to Plan for New Chapter Books*
- *Bend 3, Session 18: Using Craft Moves Learned in Small Moments*

I can identify words and phrases that make me feel a certain way. (R.1.4)

I can identify words and phrases that make me think of the five senses. (R.1.4)

- *Bend 1, Session 3: Writers Keep Readers in Mind, Writing to Answer Their Questions*
- *Bend 2, Session 11: Writers Write with Details and Help Readers Picture Details by Using Comparisons*

I can introduce the topic or name the book I am writing about (W.1.4)

- *Bend 1, Session 1: Writers Get Ready to Write by Teaching All About a Topic*
- *Bend 1, Session 2: Writers Tell Information Across Their Fingers, Sketch, then Write*
- *Bend 2, Session 9: Writing Tables of Contents*
- *Bend 2, Session 13: Introductions and Conclusions*
- *Bend 3, Session 15: Writers Use All They Know to Plan for New Chapter Books*

I can have a conclusion (W.1.4)

I can provide some sense of closure (W.1.4)

- *Bend 2, Session 13: Introductions and Conclusions*

I can name a topic (W.1.4)

- *Bend 1, Session 1: Writers Get Ready to Write by Teaching All About a Topic*
- *Bend 1, Session 2: Writers Tell Information Across Their Fingers, Sketch, then Write*
- *Bend 2, Session 9: Writing Tables of Contents*
- *Bend 3, Session 15: Writers Use All They Know to Plan for New Chapter Books*

I can supply some facts about the topic (W.1.4)

- *Bend 1, Session 2: Writers Tell Information Across Their Fingers, Sketch, then Write*
- *Bend 1, Session 4: Nonfiction Writers Teach with Pictures, as well as Words*
- *Bend 1, Session 6: Nonfiction Writers Use Readers to Help Them Add and Subtract*
- *Bend 2, Session 9: Writing Tables of Contents*
- *Bend 2, Session 10: Planning and Writing Chapters While Resolving to Get Better*
- *Bend 2, Session 12: Different Kinds of Writing In Teaching Books*
- *Bend 3, Session 15: Writers Use All They Know to Plan for New Chapter Books*
- *Bend 3, Session 16: Writers Do Research, Like Finding Images or Photos, to Help them Say More*
- *Bend 3, Session 18: Using Craft Moves Learned in Small Moments*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.1.4)

- *All Sessions in Unit*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

I can add on to a conversation by adding details and asking questions. (SL.1.1)

- *Bend 1, Session 1: Writers Get Ready to Write by Teaching All About a Topic*
- *Bend 1, Session 3: Writers Keep Readers in Mind, Writing to Answer Their Questions*
- *Bend 1, Session 6: Nonfiction Writers Use Readers to Help Them Add and Subtract*
- *Bend 1, Session 7: Taking Stock*
- *Bend 3, Session 16: Writers Do Research, Like Finding Images or Photos, to Help them Say More*
- *Bend 3, Session 20: A Final Celebration*

I can show where a capital letter is in a sentence. (F.1.1a)

- *Bend 1, Session 8: Editing for Spelling, Capitals and Punctuation*
- *Bend 2, Session 14: Fix Up Writing by Pretending to Be a Reader*
- *Bend 3, Session 19: Editing Step by Step*

I can show where period, question mark or exclamation point is in a sentence. (F.1.1a)

- *Bend 1, Session 8: Editing for Spelling, Capitals and Punctuation*
- *Bend 2, Session 14: Fix Up Writing by Pretending to Be a Reader*
- *Bend 3, Session 17: Editing "On the Go"*
- *Bend 3, Session 19: Editing Step by Step*

I can write words that have a vowel in every syllable. (F.1.3d)

- *Bend 1, Session 5: Being Brave Enough to Spell Domain-Specific Words (Spelling Fancy Words)*
- *Bend 1, Session 8: Editing for Spelling, Capitals and Punctuation*
- *Bend 2, Session 14: Fix Up Writing by Pretending to Be a Reader*
- *Bend 3, Session 19: Editing Step by Step*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- **Sharks!** (National Geographic Reader) by Anne Schreiber

Unit 4 - Writing Reviews	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> Using valid reasoning and sufficient evidence will help them write convincing arguments Writers consider task, purpose and audience in order to write clearly. Planning, revising, editing and rewriting will strengthen writing. Conducting research projects based on focused questions allows them to demonstrate their understanding of a subject. 	<ol style="list-style-type: none"> How can I write lots of reviews to convince others of my opinions? How can I write about collections of things I love, and why so that other people will love these too? How can I research and write reviews in the world so that other people will share my opinions? How can I use my reviewing skills to write book reviews that persuade other kids to read books and authors I enjoy?
Standards	
<p>Priority Standards</p> <p>WI.ELA.R1: Ask and answer questions about key details in a text.</p> <p>WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>WI.ELA.W4: <i>Begins 3rd Grade:</i> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 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). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

Learning Targets

I can ask questions about the important parts of the text (R.1.1)

I can answer questions about important parts of a text. (R.1.1)

- *Bend 2, Session 9, Talking Right to Readers*
- *Bend 2, Session 12, Partners Work Together to Give Writing Checkups!*

I can identify words and phrases that make me feel a certain way. (R.1.4)

- *Bend 1, Session 6, Bolstering Arguments*

I can identify words and phrases that make me think of the five senses. (R.1.4)

- *Bend 1, Session 2, Explaining Judgments in Convincing Ways, Conferring and Small-Group, Mid-Workshop Teaching Detailed Observations are More Persuasive Than Sweeping Generalities*

I can write opinion pieces. (W.1.4)

I can give an opinion (W.1.4)

I can supply a reason for the opinion (W.1.4)

I can name a topic (W.1.4)

I can supply some facts about the topic (W.1.4)

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.1.4)

- *All Sessions in Unit*

I can introduce the topic or name the book I am writing about (W.1.4)

I can have a conclusion (W.1.4)

I can provide some sense of closure (W.1.4)

- *Bend 2, Session 11, Hooking Your Reader: Writing Catchy Introductions and Conclusions*

I can use temporal words to signal event order (first, next, finally) (W.1.4)

- *Bend 2, Session 10, Making comparisons in Writing, Share section: Adding Small Moment Stories as a*

Means of Persuasion

I can talk with my friends and teachers about lots of different things. (SL.1.1)

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

I can add on to a conversation by adding details and asking questions. (SL.1.1)

- *Bend 3, Session 16, Not Too Long, Not Too Short! Using Conjunctions- Share section p. 130 Oral Book Reviews*

I can print all upper- and lowercase letters. (L.1.1a)

I can use common and proper nouns. (L.1.1b)

- *Bend 2, Session 12, Partners Work Together to Give Writing Checkups! P. 97-98 Conferring and Small-group work*

I can use apostrophe + s to show ownership. (L.1.1b)

I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

(L.1.1d)

- *Bend 1, Session 7, Editing and Publishing*
- *Bend 2, Session 12, Partners Work Together to Give Writing Checkups*

I can 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). (L.1.1e)

- *Bend 3, Session 14, Using All You Know to Write Book Reviews*

I can use frequently occurring adjectives. (L.1.1f)

- *Bend 1, Session 2, Explaining Judgments in Convincing Ways, Conferring and Small-Group, Mid-Workshop Teaching Detailed Observations are More Persuasive Than Sweeping Generalities*
- *Bend 1, Session 4, Conferring and Small-Group work, Share section- Strategies for Persuasion*

I can use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)

- *Bend 3, Session 16, Not Too Long, Not Too Short! Using Conjunctions*

I can use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)

- *Bend 1, Session 4, Conferring and Small-Group work, Mid-Workshop Teaching, Use the Transition Because and Spell it Well.*

I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)

I can read and understand a variety of kinds of texts written for first graders. (R.1.10)

I can show where the first word in a sentence is. (F.1.1a)

I can show where a capital letter is in a sentence. (F.1.1a)

I can show where period, question mark or exclamation point is in a sentence. (F.1.1a)

- *Bend 2, Session 12, Partners Work Together to Give Writing Checkups! Share section p. 99*
- *Bend 3, Session 17, Review a Review*

I can hear a difference between a word with a short vowel and a word with a long vowel. (F.1.2a)

I can blend the syllables in a word, even when it has a blend in it. (F.1.2b)

I can say just the beginning sound of word. (1 syllable) (F.1.2c)

I can say just the middle sound of a word. (1 syllable) (F.1.2c)

I can say just the final sound of a word. (1 syllable) (F.1.2c)

I can tap each sound I hear in a little word (1 syllable) (F.1.2d)

I can figure out how to read short words. (1 syllable) (F.1.3b)

- *Bend 1, Session 3, How Do I Write This Kind of Writing Well? Conferring and Small-Group Work Mid-Workshop Teaching Sk-ska-skating to Hear and Spell All the Chunks in a word*

I can read and write these sounds: sh, ch, wh, th (F.1.3a)

I can read and write words with long vowel sounds. (-e, vowel teams) (F.1.3c)

I can write words that have a vowel in every syllable. (F.1.3d)

I can use word parts I know to read bigger words. (F.1.3e)

- *Bend 1, Session 3, How Do I Write This Kind of Writing Well? Conferring and Small-Group Work Mid-Workshop Teaching Sk-ska-skating to Hear and Spell All the Chunks in a word*
- *Bend 3, Session 16, Not Too Long, Not Too Short: Using Conjunctions, Mid-Workshop Teaching: Spelling with Efficiency*

I can read words with endings like -ed, -ing, and -s. (F.1.3f)

- *Bend 1, Session 3, How Do I Write This Kind of Writing Well? Conferring and Small-Group Work Mid-Workshop Teaching Sk-ska-skating to Hear and Spell All the Chunks in a word*

I can read snap words. (F.1.3g)

I can understand the books I read. (F.1.4)

- *Bend 2, Session 12, Partners Work Together to Give Writing Checkups! Share section p. 99*
- *Bend 3, Session 17, Review a Review*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Unit 5 - From Scenes to Series: Writing Fiction

Enduring Understandings

1. Using strategies to develop real or imagined experiences or events will help them write narrative text.
2. Planning, revising, editing and rewriting will strengthen writing.
3. How to approach varied writing tasks that require different levels of stamina.

Essential Questions

1. How can I draw on my imagination, and the books I love, to create story scenes and series about realistic characters who get in and out of trouble?
2. How can I use my pretending skills to create characters and small moment adventures all on my own?
3. How can I use all that I know about story writing to create a series of books about a character who faces lots of challenges and adventures?
4. How can I revise and edit my series books to

Standards**Priority Standards**

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

Learning Targets

I can ask questions about the important parts of the text (R.1.1)

I can answer questions about important parts of a text. (R.1.1)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 8: Letter to Teachers: Writers Develop Their Dialogue*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 4, Session 19: Letter to Teachers: Getting Ready for the Final Celebration*
- *Bend 4, Session 20: Letter to Teachers: A Celebration of Series Writers: The Grand Finale*

I can identify words and phrases that make me feel a certain way. (R.1.4)

- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 3, Session 12: Writers “Show, Not Tell” by Focusing on Tiny Realistic Details*

I can identify words and phrases that make me think of the five senses. (R.1.4)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 3, Session 12: Writers “Show, Not Tell” by Focusing on Tiny Realistic Details*

I can introduce the topic or name the book I am writing about (W.1.4)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 3, Session 11: Series Writers Investigate What Makes Realistic Fiction Realistic*
- *Bend 3, Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle, and End*
- *Bend 4, Session 18: “Meet the Author” Page*
- *Bend 4, Session 19: Letter to Teachers: Getting Ready for the Final Celebration*
- *Bend 4, Session 20: Letter to Teachers: A Celebration of Series Writers: The Grand Finale*

I can recount two or more appropriately sequenced events (W.1.4)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 3, Session 11: Series Writers Investigate What Makes Realistic Fiction Realistic*

- *Bend 3, Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle, and End*

I can use temporal words to signal event order (first, next, finally) (W.1.4)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 3, Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle, and End*
- *Bend 3, Session 14: Patterns Help Writers Elaborate*
- *Bend 3, Session 15: Writers Use Their Superpowers to Work With Greater Independence*

I can provide some sense of closure (W.1.4)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 3, Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle, and End*
- *Bend 3, Session 14: Patterns Help Writers Elaborate*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.1.4)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 8: Letter to Teachers: Writers Develop Their Dialogue*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 3, Session 11: Series Writers Investigate What Makes Realistic Fiction Realistic*
- *Bend 3, Session 12: Writers “Show, Not Tell” by Focusing on Tiny Realistic Details*
- *Bend 3, Session 15: Writers Use Their Superpowers to Work With Greater Independence*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 8: Letter to Teachers: Writers Develop Their Dialogue*

- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 4, Session 18: "Meet the Author" Page*
- *Bend 4, Session 19: Letter to Teachers: Getting Ready for the Final Celebration*
- *Bend 4, Session 20: Letter to Teachers: A Celebration of Series Writers: The Grand Finale*

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a "Can-Do," Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 8: Letter to Teachers: Writers Develop Their Dialogue*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 4, Session 19: Letter to Teachers: Getting Ready for the Final Celebration*
- *Bend 4, Session 20: Letter to Teachers: A Celebration of Series Writers: The Grand Finale*

I can add onto a conversation by adding details and asking questions. (SL.1.1)

- *Bend 1, Session 1: Serious Fiction Writers Do Some Serious Pretending*
- *Bend 1, Session 2: Writers Develop a "Can-Do," Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 2, Session 8: Letter to Teachers: Writers Develop Their Dialogue*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 2, Session 10: Letter to Teachers: Celebrating Our First Series*
- *Bend 3, Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle, and End*
- *Bend 4, Session 19: Letter to Teachers: Getting Ready for the Final Celebration*
- *Bend 4, Session 20: Letter to Teachers: A Celebration of Series Writers: The Grand Finale*

I can print all upper- and lowercase letters. (L.1.1a)

I can use common and proper nouns. (L.1.1b)

I can use apostrophe + s to show ownership. (L.1.1b)

I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

(L.1.1d)

I can use frequently occurring adjectives. (L.1.1f)

- *Bend 1, Session 2: Writers Develop a "Can-Do," Independent Attitude*
- *Bend 1, Session 4: Serious Writers Get Serious About Spelling*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*

I can 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). (L.1.1e)

I can use determiners (e.g., articles, demonstratives). (L.1.1h)

I can use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)

I can use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)

I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 4: Serious Writers Get Serious About Spelling*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*
- *Bend 3, Session 15: Writers Use Their Superpowers to Work With Greater Independence*

I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 3: Writers Learn to Get Their Characters Out of Trouble*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 6: Series Writers Always Have a Lot to Write About*
- *Bend 3, Session 12: Writers “Show, Not Tell” by Focusing on Tiny Realistic Details*
- *Bend 3, Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle, and End*
- *Bend 3, Session 15: Writers Use Their Superpowers to Work With Greater Independence*
- *Bend 4, Session 16: Punctuation Parties*

I can read and understand a variety of kinds of texts written for first graders. (R.1.10)

- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 4, Session 16: Punctuation Parties*
- *Bend 4, Session 17: Writers Use Illustrations to Tell Important Details*

I can show where the first word in a sentence is. (F.1.1a)

I can show where a capital letter is in a sentence. (F.1.1a)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*

I can show where period, question mark or exclamation point is in a sentence. (F.1.1a)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 4, Session 16: Punctuation Parties*

I can hear a difference between a word with a short vowel and a word with a long vowel. (F.1.2a)

I can blend the syllables in a word, even when it has a blend in it. (F.1.2b)

I can say just the beginning sound of word. (1 syllable) (F.1.2c)

I can say just the middle sound of a word. (1 syllable) (F.1.2c)

I can say just the final sound of a word. (1 syllable) (F.1.2c)

I can tap each sound I hear in a little word (1 syllable) (F.1.2d)

I can figure out how to read short words. (1 syllable) (F.1.3b)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 4: Serious Writers Get Serious About Spelling*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*

I can read and write these sounds: sh, ch, wh, th (F.1.3a)

I can read and write words with long vowel sounds. (-e, vowel teams) (F.1.3c)

I can write words that have a vowel in every syllable. (F.1.3d)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 4: Serious Writers Get Serious About Spelling*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know?*

I can use word parts I know to read bigger words. (F.1.3e)

I can read words with endings like -ed, -ing, and -s. (F.1.3f)

I can read snap words. (F.1.3g)

- *Bend 1, Session 2: Writers Develop a “Can-Do,” Independent Attitude*
- *Bend 1, Session 4: Serious Writers Get Serious About Spelling*
- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*

I can understand the books I read. (F.1.4)

- *Bend 1, Session 5: Taking Stock: Writers Use Checklists to Set Goals*
- *Bend 2, Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer*
- *Bend 3, Session 12: Writers “Show, Not Tell” by Focusing on Tiny Realistic Details*
- *Bend 4, Session 17: Writers Use Illustrations to Tell Important Details*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Henry and Mudge and the Happy Cat* by Cynthia Rylant

Unit 6 - Poetry and Songs

Enduring Understandings

1. Using strategies to develop real or imagined experiences or events will help them write narrative text.
2. Planning, revising, editing and rewriting will strengthen writing.

Essential Questions

1. How can I write poems and songs about things that I care about?
2. How can I study published songs and poems in order to notice what other writers do?
3. How can I write lots of songs and poems—writing about things that matter to me?
4. How can I show my thoughts and feelings in my poems?
5. How can I make my songs and poems longer and then get them ready for

Standards:**Priority Standards**

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Learning Targets

I can ask questions about the important parts of the text (R.1.1)

- *Bend 1, Session 1- Writers make noticings by asking questions about author's purpose so that they understand craft moves*
- *Bend 3 Session 1- Writers dig deeply to think about something they love and find the reason they feel such strong feelings by asking "why is this object so important to me?" so that they can write those strong feelings into a poem or song*

I can identify words and phrases that make me feel a certain way. (R.1.4)

- *Bend 1, Session 2- Writers recognize their feelings after reading a song/poem by thinking of precise vocabulary words to describe these feelings so that they can in turn write with emotion*
- *Bend 1, Session 3- Writers notice the language authors use by recognizing comparisons like metaphors or similes so that they understand craft moves*
- *Bend 2, Session 3- Writers show the important parts of their songs by repeating important words so that the meaning and voice is clear to the reader*
- *Bend 3 Session 1- Writers dig deeply to think about something they love and find the reason they feel such strong feelings by asking "why is this object so important to me?" so that they can write those strong feelings into a poem or song*
- *Bend 3, Session 2- Writers show strong emotion in their writing by speaking directly to an object (person or place) so that they can imagine what the object (person or place) would say back*
- *Bend 3 Session 4- Writers revise their poetry by reading their poems to a partner while the partner closes his eyes in order to imagine the image the poet is creating and offer feedback with word choice so that the writer can make his word choice better.*
- *Bend 3, Session 5- Writers revise their poetry by reading it aloud using gestures and grand pauses to lift their voice and sing and read with feeling so that they can hear what their words really sound like when read aloud*
- *Bend 4, Session 2- Writers share their work with their partner by reading aloud with a voice that matches the feelings in their poem so that their partner understands what their poem is all about*
- *Bend 4, Session 5- Writers add more by using a comparison to show how the object makes the writer feel. (i.e Cookies are like a big warm hug)*
- *Bend 4, Session 6- Writers revise by thinking very carefully about the words they have used and finding places where a different word would make their writing even better*
- *Bend 4, Session 7- Writers revise by using all capital letters or bold print so that they can convey their feelings to their reader*
- *Bend 4, Session 8- Writer revises by trying a line with or without punctuation and seeing which makes more sense*

I can identify words and phrases that make me think of the five senses. (R.1.4)

- *Bend 1, Session 2- Writers recognize their feelings after reading a song/poem by thinking of precise vocabulary words to describe these feelings so that they can in turn write with emotion*
- *Bend 1, Session 3- Writers notice the language authors use by recognizing comparisons like metaphors or similes so that they understand craft moves*
- *Bend 3 Session 4- Writers revise their poetry by reading their poems to a partner while the partner closes his eyes in order to imagine the image the poet is creating and offer feedback with word choice so that the writer can make his word choice better.*
- *Bend 4, Session 5- Writers add more by using a comparison to show how the object makes the writer feel. (i.e Cookies are like a big warm hug)*

I can introduce the topic or name the book I am writing about (W.1.4)

I can have a conclusion (W.1.4)

I can name a topic (W.1.4)

I can provide some sense of closure (W.1.4)

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.1.4)

I can print all upper- and lowercase letters. (L.1.1a)

I can use frequently occurring adjectives. (L.1.1f)

I can read and understand a variety of kinds of texts written for first graders. (R.1.10)

I can tap each sound I hear in a little word (1 syllable) (F.1.2d)

I can write words that have a vowel in every syllable. (F.1.3d)

- *All Sessions in Unit*

I can give an opinion (W.1.4)

- *Bend 3 Session 1- Writers dig deeply to think about something they love and find the reason they feel such strong feelings by asking "why is this object so important to me?" so that they can write those strong feelings into a poem or song*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

- *Bend 3, Session 3- Writers revise their poetry by reading it aloud one way then another to their partner so that the partner can offer advice to make the meaning bigger and clearer.*
- *Bend 3, Session 4- Writers revise their poetry by reading their poems to a partner while the partner closes his eyes in order to imagine the image the poet is creating and offer feedback with word choice so that the writer can make his word choice better*
- *Bend 4, Session 1- Writers work in partnerships by looking at and listening to their partner and by pointing to the words as their partner reads so that they can give their partner feedback.*
- *Bend 4, Session 2- Writers share their work with their partner by reading aloud with a voice that matches the feeling in their poem so that their partner understands what their poem is all about.*
- *Bend 4 Session 3- Writers work with partners by using the charts in the classroom to find something their partner did well and saying "I like how you..." and then checking the chart for something they could add and saying, "You should try..."*

I can add on to a conversation by adding details and asking questions. (SL.1.1)

- *Bend 1, Session 1- Writers make noticings by asking questions about author's purpose so that they understand craft moves*
- *Bend 3 Session 1- Writers dig deeply to think about something they love and find the reason they feel such strong feelings by asking "why is this object so important to me?" so that they can write those strong feelings into a poem or song*
- *Bend 4, Session 1- Writers work in partnerships by looking at and listening to their partner and by pointing to the words as their partner reads so that they can give their partner feedback.*
- *Bend 4, Session 2- Writers share their work with their partner by reading aloud with a voice that matches the feeling in their poem so that their partner understands what their poem is all about.*
- *Bend 4 Session 3- Writers work with partners by using the charts in the classroom to find something their partner did well and saying "I like how you..." and then checking the chart for something they could add and saying, "You should try..."*

I can show where period, question mark or exclamation point is in a sentence. (F.1.1a)

- *Bend Four, Session 8- Writers revise by trying a line with or without punctuation and seeing which makes*

more sense

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

By Various Authors:

- ***Jack and Jill***
- ***Humpty Dumpty***
- ***Little Miss Muffet***