Grade Level: 1 Subject: Writing

Trimester 1

| **Unit: Building A Writing Community** | **Unit Length: 3 weeks** |
|---|---|
| Enduring Understanding(s):<br>Writers develop habits and follow routines that enable them to build stamina and independence.<br><br>Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them.<br><br>Authors are always collecting ideas for writing.<br><br>Writers observe the world and collect ideas for writing in their daily lives. | Essential Question(s): |
| **Common Core Standards** | **Common Core en español** |
| ***Text Type and Purposes***<br>3. 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.<br>***Production and Distribution of Writing***<br>5. 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.<br>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Estándares de escritura y redacción<br>***Tipos de texto y sus propósitos***<br>3. Escriben narraciones en las cuales recuentan dos o más acontecimientos en secuencia adecuada, incluyen algunos detalles relacionados con lo que sucedió, usan palabras que describen el tiempo para señalar el orden del acontecimiento, y ofrecen cierto sentido de conclusión.<br>***Producción y redacción***<br>5. Con la orientación y el apoyo de adultos se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario.<br>6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros. |
| **Assessment** | |
| Summative:<br>-Writing inventory<br><br>-Collect baseline writing sample<br><br>Students create a self-portrait of themselves as writers and set writing goals for the year. | Other Formative Assessments:<br>-Anecdotal conferring notes of student's writing progress<br>-Authentic Student work<br>-Informal observation of students during mini lessons, writing time, and oral storytelling activities |

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Learning Plan

**Mentor Texts for Building a Writing Community K-2**

The mentor text list below is not exhaustive; it's intended to serve as list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

## English

- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- When Sophie gets Angry by Molly Band
- My Fathers Hands by Joanne Ryder
- Harold and the Purple Crayon by Crockett Johnson
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- I am Too Absolutely Small for School by Lauren Child
- When I was Five by Arthur Howard
- When I was Little/When I was Five by Jamie Lee Curtis

**Culturally Relevant Texts**

- The Stories Julian Tells by Ann Cameron
- Goggles by Ezra Jack Keats
- Do Like Kyla by Angela Johnson
- I love My Hair by Natasha Tarpley
- Pete's Chair By Ezra Jack Keats
- Big Mama's by Donald Crews
- Shortcut by Donald Crews
- Those Shoes by Maribeth Boelts
- My Best Friend by Mary Anne Rodman
- Williams Doll by Charlotte Zolotow
- Abuelas Weave by Omar S. Castananda

## Español

- Cuadros de familia by Carmen Lomas Garza
- Graciela asombrosa by Mary Hoffman
- La Isla by Arthur Dorros
- Somos Primos by Diane Gonzales Betrand
- EL Chocolate de Abuelita by Mara Price
- Mi propio cuartito by Amada Irma Perez

**Resources**

***Professional Resources:***

*Nonfiction Craft Lessons* by Fletcher and Portalupi
*Teaching the Qualities of Writing* by Fletcher and Portalupi
*Making Revision Matter* by Janet Angelillo
*The Revisers Toolbox* by Barry Lane
*Writer's Notebook* Aimee Buckner
*Lessons for the Writer's Notebook* by Fletcher and Portalupi
*Lessons That Change Writers* by Nancie Atwell
*A Writer's Notebook: Unlocking the Writer Within You by* Ralph Fletcher
*Breathing In, Breathing Out: Keeping a Writer's Notebook* Ralph Fletcher
*Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray
*Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray
*Mentor Author, Mentor Texts,* by Ralph Fletcher
I Can *Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop* K-6
by Susan Ehman and Kellyann Gayer
*Mentor Texts: Teaching Writing Through Children's Literature, K-6*byLynne R. Dorfman by Rose Cappelli
*Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8*
by Lynne R. Dorfman and Rose Cappelli

***Lesson Planning Resources available online:***

Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Michigan's Mission Impossible K-3 LessonResources
http://www.missionliteracy.com/page79/page80/page82/page82.html

Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm

Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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## Grade Level Standards

| Common Core Standards | Common Core en español |
|---|---|
| Reading Standards<br>3. Describe characters, settings, and major events in a story, using key details. | Estándares de lectura<br>3. Describen personajes, ambientes y acontecimientos importantes en un cuento, usando detalles clave. |
| Speaking & Listening<br>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<br>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).<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. | Audición y expresión oral<br>1. Participan en conversaciones colaborativas con diversos compañeros, y adultos en grupos pequeños o grandes, sobre temas y textos apropiados al de primer grado.<br>a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).<br>b. Elaboran en lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios.<br>c. Hacen preguntas para aclarar cualquier confusión sobre los temas y los textos que se están tratando. |
| Language Standards<br>**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**<br>a. Print all upper – and lower case letters.<br>b. Use common, proper, and possessive nouns. **( use common nouns**)<br>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **(Produce simple sentences)**<br>**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**<br>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Estándares de lenguaje<br>**1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar**<br>a. Escriben con letra de molde, la mayoría de las letras mayúsculas y minúsculas.<br>b. Usan sustantivos comunes y propios.<br>j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas.<br>**2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.**<br>e. Deletrean fonéticamente palabras que no se les han enseñado, usando la fonética y reconocimiento de palabras y las normativas de la ortografía. |

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Trimester 1

| Essential ELD Standards | | | |
|---|---|---|---|
| **Part 1: Interacting in Meaningful Ways** | | | |
| | **Emerging** | **Expanding** | **Bridging** |
| **A. Collaborative** | ***2. Interacting via written English***<br>Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. |
| **B Interpretive** | ***5. Listening actively***<br>Demonstrate active listening to read- alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support. | ***5. Listening actively***<br>Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support. | ***5. Listening actively***<br>Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. |
| **C. Productive** | ***10. Writing***<br>Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. | ***10. Writing***<br>Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. | ***10. Writing***<br>Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently. |
| **Part 2: Learning About How English Works** | | | |
| **A. Structuring** | ***2. Understanding cohesion***<br>Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more<br>everyday connecting words or phrases (e.g., *one day*, *after*, *then*) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently. | ***2. Understanding cohesion***<br>Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago*, *suddenly*) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence. | ***2. Understanding cohesion***<br>Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example*, *after that*, *first/second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently. |
| **B. Expanding** | ***3. Using verbs and verb phrases***<br>b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently. | ***3. Using verbs and verb phrases***<br>b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence. | ***3. Using verbs and verb phrases***<br>b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently. |
| **C. Connecting** | ***6. Connecting ideas***<br>Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently. | ***6. Connecting ideas***<br>Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.),* in shared language activities guided by the teacher and with increasing independence. | ***6. Connecting ideas***<br>Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry.*<br>*The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently. |