



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

Unit Focus

Students will write using words and pictures about a time they did something. As they zoom in on that moment, they will include an interesting beginning and ending, use transition words, and stretch a story across three pages. Students will use their editing checklist to revise and edit their work and to fix up spelling, listen for the sounds of words, and to use parts of words they know to spell new words. Writers will bring many pieces through the writing process. Building the habit of rereading for clarity and to edit is an important strategy that will be modeled for students all year long. Writers will collaborate with partners to act out and orally rehearse important moments and compliment and question each other to help make their work even better. Reading and writing instruction continue to integrate while students notice how writers develop characters with description and elaboration.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core English Language Arts: 1 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS.ELA-LITERATURE.W.1.3) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELA-LITERATURE.W.1.8) 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) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELA-LITERACY.RF.1.1.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). (CCSS.ELA-LITERACY.SL.1.1.A) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS.ELA-LITERACY.SL.1.1.B) Use end punctuation for sentences. (CCSS.ELA-LITERACY.L.1.2.B)</p>	<i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Writers use their own experiences to create meaningful stories for others to read and enjoy. U2 Writers organize their ideas and include characters, events, dialogue, and details to help readers understand their stories. U3 Writers improve their writing by planning, rereading, revising, editing, and using feedback.	<i>Students will keep considering...</i> Q1 How do writers turn their experiences into meaningful stories? Q2 How do writers develop and organize their ideas so readers can understand and enjoy their stories? Q3 How do writers improve their writing to communicate more clearly?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Stories can be told and written, using their own experiences. K2 Stories have a beginning, middle, and end. K3 Stories include characters, a setting, and important events. K4 Ways to show rather than tell (actions, thoughts, feelings).	<i>Students will be skilled at...</i> S1 Telling and writing personal narratives based on their own experiences. S2 Planning and writing narratives with a clear, beginning, middle, and ending. S3 Introducing characters, setting, and important events in a personal narrative.

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K5 Temporal words (first, next, then, after that, finally) help readers understand the order of events.

K6 Dialogue shows what characters say and can help readers understand their feelings.

K7 Conjunctions like and, but, and because connect ideas.

K8 Writers reread, revise, and use checklists to improve their writing.

K9 Basic features of print, such as words, letters, and spaces.

K10 Rules for participating in discussions, including listening carefully and speaking one at a time.

K11 Sentences start with a capital letter and end with punctuation.

K12 Common sight words and spelling patterns.

S4 Developing narratives by including actions, thoughts, movements, feelings, and meaningful details.

S5 Using temporal words to sequence events in a narrative.

S6 Using dialogue and precise speaking verbs to show what characters say and feel.

S7 Using conjunctions to connect ideas in writing.

S8 Rereading, revising, and improving writing using checklists and feedback.

S9 Applying grade-level writing conventions, including print concepts, capitalization, punctuation, and spelling of high-frequency words.

S10 Participating in discussions, responding to others' ideas, and building on classmates' talk.