

Summit Public Schools
Summit, New Jersey
Grade Level: First Grade (1) / Content Area: Writing

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September/ October	Building Good Reading Habits (book 1)	Small Moments: Writing with Focus, Detail, and Dialogue (book 1)	--Using a repertoire of strategies to spell words --Printing upper and lowercase letters
October/ November	<i>Tackling Trouble : Word Detectives (new book)</i>	Writing How-To Books (If... Then...)	--Capitalization: dates and names of people --Vocabulary: sorting and categorizing words by meaning
December/ January	Learning About the World: Reading Nonfiction (book 2)	Non-Fiction Chapter Books (book 2)	--Verbs: shades of meaning --Verbs: past, present, and future
February/March	Readers Get to Know Characters by Performing Their Books (If... Then...)	Writing Reviews (book 3)	--Adjectives: varying degrees of intensity --Varying end punctuation marks
March/April	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (book 3)	<i>Poetry and Songs (If...Then...)</i>	--Commas: dates and to separate single words in a series --Syntax: constructing complex sentences using conjunctions
May/June	Meeting Characters and Learning Lessons: A Study of Story Elements (book 4)	From Scenes to Series: Writing Fiction (book 4)	--Prepositions --Personal and possessive pronouns (I, me, my, they, them, anyone, everything)

Small Moments: Writing with Focus, Detail, and Dialogue

September/October

This first unit is designed to help your students work with independence, confidence, and stamina. Children are encouraged to write about small moments, and this level of focus enables them to write with more detail, including showing a character's small actions, dialogue, and internal thinking. Children produce lots and lots of Small Moment stories and move with independence through the writing process: choosing an idea, planning their writing by sketching stories across 3-5 page booklets, storytelling repeatedly until the story feels just right.

In the final bends of this unit, children will engage in the vitally important process of revision. Children will study author's craft by engaging in deep analysis of mentor texts. Simultaneously, they will use checklists and learning progressions to help them *set goals* for improving their own writing. Because so much of the work of this unit requires the habits of revision and reflection, it is necessary to establish writing partnerships immediately. Peer partnerships will support goal setting, providing feedback, and celebrating successes throughout the writing process. It also sets the expectation that authors write with their audience in mind.

The most important thing to remember about writing workshop in first grade is this--don't wait! It is tempting to think that children need to be socialized into the rhythms of the school day before you start this teaching. IT IS NOT SO! You can start on day one. Take the brave step of gathering children on the first day of school and inviting them to live like writers.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Engage in the process of writing workshop to create, refine, and share our ideas
- Creating a small moment (narrative) story
- Write so that others can read and understand our ideas

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- There is a process writers engage in to create writings
- Writers write long and strong, with great volume and stamina
- A small moment is a story about a single event in one's life, written with detail and elaboration
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience
- Writers revise and edit their writing to improve readability for an audience

Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Writing Standards Text Types and Purposes W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: 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</p>	<p>Instructional Focus: <u>Bend I: Writing Small Moments with Independence</u> <u>Session 1:</u> Today I want to teach you that when authors write a Small Moment story, they think of an idea. We do this by:</p> <ol style="list-style-type: none"> 1. Thinking of something you do or something that happened to you. 2. Planning it out. 3. Then they write the story across pages of a book. <p><u>Session 2:</u> Today I want to teach you that writers plan their writing. We do this by:</p> <ol style="list-style-type: none"> 1. Touching and telling what will happen on each page. 2. Quickly sketching the picture across each page of the book. 3. <i>Then</i> writing the words <p><u>Session 3:</u> Today I want to teach you that writers have a saying, "When you're done you've just begun." Writers finish a piece and then go back and revise by adding more. We do this by:</p> <ol style="list-style-type: none"> 1. Making a picture in their mind to remember the event 2. Adding on to the picture by asking Who? Where? When? What? How? 3. Revising their picture to answer some of these questions <p><u>Session 4:</u> Today I want to teach you that when you want to write a word you don't 'just know,' you've got to work hard to hear and write <i>all</i> the sounds. We do this by:</p> <ol style="list-style-type: none"> 1. Saying the word while you slide your finger slowly across the page, hear the first sound and write that sound down. 2. Read what you've written, sliding your fingers under the letters. 3. Hear the next sound, write it, and reread, sliding your finger. 4. Do that until there are no more sounds.
<p>Production and Distribution of Writing W.1.4: (begins in grade 3)</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
<p>Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).</p>	

<p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9: (Begins in grade 4)</p> <p>Range of Writing</p> <p>w.1.10: (Begins in grade 3)</p>	<p><u>Session 5:</u> Today I want to teach you that instead of writing about big (watermelon) topics, writers write about teeny tiny (seed) stories--little ones inside the big topic. And the cool thing is that inside a watermelon topic there are a zillion teeny tiny seed stories.</p> <p>We zoom in on our topic by:</p> <ol style="list-style-type: none"> 1. Thinking about a topic and asking, "is this a watermelon idea or a seed idea?" 2. If it is a watermelon idea (and has too many details as you tell it), ask "Which detail do I want to tell more about out of all these seeds?" 3. I practice telling, sketching, and writing across my pages. <p><u>Session 6:</u> Today I want to teach you that writers have partners who help them with their writing. One way they help each other is by helping each other plan how their stories will go.</p> <p>They do this by:</p> <ol style="list-style-type: none"> 1. Telling each other their stories, using the exact stories they will write. 2. Retelling the story <i>again</i>, this time using even more details. <p><u>Session 7:</u> Writers, today I want to teach you that writers go from being the writer to being the reader. And when readers reread their own books, they read just as if they were reading a published book.</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. Writers reread their books slowly and carefully. 2. They listen carefully for mess-up/oops moments. 3. They fix the parts, and reread them to check that they sound right. <p><u>Bend II: Bringing Small Moment Stories to Life</u></p> <p><u>Session 8:</u> Today I want to teach you that just like published writers, you can make your stories come to life. You can "unfreeze" the people in your stories by making them move.</p> <p>We can make our characters come to life by:</p> <ol style="list-style-type: none"> 1. Rereading a section of our writing, asking ourselves, "Did I include movement AND talking?" 2. Retelling and act out that part, working hard to show exactly how the characters moved, what their faces looked like, and
<p><u>Speaking and Listening Standards</u></p> <p>Comprehension and Collaboration</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussions <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p><u>Language Standards</u></p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> A. Print many 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, 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 adjectives (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.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize names and dates of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies:

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed,

what they said.

- 3. Revising our writing.

Session 9: Today I want to teach you that when writers want to write stories that come to life on the page, they tell their stories in small steps, bit by bit.

We do this by:

- 1. Thinking about the main thing my characters did.
- 2. Telling exactly what happened *exactly*, slowly and step by step.

Session 10: Today I want to teach you that one way writers bring their stories to life is by including what their characters feel.

We do this by:

- 1. I notice how the character is feeling.
- 2. I show how the character is feeling by describing thoughts and actions that match that feeling.

Session 11: Today I want to teach you that one way to bring a story to life is to act out what really happened, either with a partner or in your mind, noticing what you need to add.

I act out my story with my partner by::

- 1. Choosing a part with a lot of strong feelings, and using my face and body to act out the part.
- 2. My partner gives me advice about how to add more feelings and gestures.
- 3. We work together to revise my writing...and then switch roles.

Session 12: Writers, today I want to teach you that when you write a word you don't know how to spell, it helps to find a word you already know that sounds like it,

I use familiar words to spell new words by:

- 1. I find a word I know with a part that sounds the same as I word I want to spell, and I write that part.
- 2. Then, I use all I know about letters and sounds to spell the new parts of the hard word.
- 3. I reread the word to check (and maybe edit) my spelling.

-s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

- C. Identify frequently occurring root words (e.g., *look*), and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. 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*).

Session 13: Today I want to teach you that writers use lots of marks on the page to help readers read their stories more easily.

Writers use many different marks in their writings, including:

1. Exclamation marks for very important stops.
2. Periods for full, calm stops.
3. Question marks when they want to ask a question.
4. Commas for small breaks inside a sentence.

Bend III: Studying Other Writers' Craft

Session 14: Authors, today I want to teach you that writers read books by other authors and say, "Oh my goodness! This author did something special in this book that I want to try in my *own* writing! And then we try it.

We do this by:

1. I notice a part of a mentor text that I want to try.
2. I ask myself, "What craft move did the author do/use that I can use I can try in my own writing (such as unique punctuation)?"
3. I think about why s/he did this (a feeling, to create action, etc.).
4. I try it in my own writing.

Session 15: Today I want to teach you that when writers want their readers to get a clear picture of what is happening in their story--to create a movie in their reader's mind--they can study craft moves they've learned from mentor authors.

We can show detailed, exact actions by:

1. Acting out the action parts of our own writing.
2. Thinking about the exact actions--or VERBS-- we can use to describe that event.
3. Revising our verbs to make them more exact.

Session 16: Today I am going to remind you that writers don't just *notice* craft moves other writer's use. they *try* them! For example, writers make some words big, bold, or different shapes to show that these words are important to the story and should be read in a strong voice.

We do this by:

1. Rereading a chunk of my story, to look for important words that I should pop out.

2. I make those words darker and/or write them in capital letters.
3. I reread that chunk of text to see if my story sounds right when I read those words in a strong voice.

Session 17: Today I want to teach you that writers study the books they love to find new tricks or craft moves for writing well.

We do this by:

1. Asking ourselves, "What does this special author do in his or her writing that I could try?"
2. Using post-its to mark features in the text that stand out, such as feelings or specific craft moves the author uses.
3. Setting goals for what craft move(s) we will try today.

Bend IV: Fixing and Fancying Up Our Best Work

Session 18: Today I want to teach you that writers get ready to publish a story by first choosing one that they want to share with the world. Then they revise it using all they know.

I choose a writing for publication by:

1. Reading over all of the writings I created during this unit.
2. Asking, "Of all these stories, which one is really, really important to me?" I pay attention to the ones that show off all the craft moves I have learned.
3. Putting a star sticker on the writing I will publish.

Session 19: Today I am going to teach you that when writers are ready to publish, they make sure their writing is easy to read. One way they do this is to use an editing checklist that reminds them of all that they know about helping readers read their stories.

I use my checklist by:

1. Reading one line/indicator on the checklist.
2. Then, I very slowly and carefully reread, noticing (or highlighting) where I did this in my writing .
3. If I did this many times in my writing, I can check it off as complete.
4. I repeat this with every line of the checklist.

Session 20: Today I want to teach you that writers put a lot of finishing touches on their books so that these are ready to go in the library for others to read.

Writers can review mentor texts to make their books library-ready:

1. Noticing that the title page includes an interesting picture from the body of the book.
2. Creating a title that tells what every single page of the story is about and will make your reader want to read your book.
3. Includes pictures with color and tiny details that are revealed in the words.

CELEBRATION: You learned to catch the Small Moments from your lives and to write about them. You took these Small Moments and stretched them long in your writing. You wrote so many details that any reader can get a crystal-clear picture of the story. You made your stories come to life. Congratulations!

We celebrate our writing by sharing our work in author circles:

1. We take turns reading our writing to our group.
2. Members of the group compliment the author.
3. The author shares their accomplishments/moments of pride with their group.
4. All groups come together, as each member of the class places their published book in a new bin in the classroom library ("Student Authors", "Small Moment Stories," are some possible titles.

Sample Assessments:

- Conferring notes
- TCRWP Running Records
- Words Their Way spelling inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

- Engage in storytelling during partnership time: storytelling experiences (using their OWN writings)

- Interactive writing: co-create charts outlining new classroom habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- Raz Kids
- Use Screencastify to record students reading their own writing, providing partner feedback, and/or setting student goals
- <http://www.storylineonline.net/> for digital storybooks mentor reading examples
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration
- Use KidPix, Word, or Google Docs as an option for drafting or publishing
- Utilize projector technology (document cameras, SmartBoards), to project student writings, and engage in inquiry re: craft moves from mentors.

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

Celebrating Hispanic Heritage Month (September 15- October 15)

- *My Familia (A storybook written and read in Spanish):*
<https://www.getepic.com/app/read/15739>
- Sesame Street: Respect
<https://www.youtube.com/watch?v=GOzrAK4gOSo>

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- 21st Century Skills:
- Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy

Professional Resources:

- ❑ TCRWP Writing Book 1: *Small Moments: Writing With Focus, Detail, and Dialogue*, Grade 1, © 2013
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with WUOS_GR1)
- ❑ Writing Pathways (for writing progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>): Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

- ❑ *Night of the Veggie Monster* by George McClements
- ❑ *Shortcut* by Donald Crews
- ❑ *Chrysanthemum* by Kevin Henkes
- ❑ *Joshua's Night Whispers* by Angela Johnson
- ❑ *Peter's Chair* by Ezra Jack Keats
- ❑ *The Kissing Hand* by Audrey Penn
- ❑ *The Relatives Came* by Cynthia Rylant
- ❑ *A Chair for My Mother* by Vera B. Williams

Writing How-To Books (If...Then...)

October/November

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to *teach* others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

For some children, the best way to set them up to write more than one how-to text a day. Other children will benefit most from being channeled toward writing more detailed, elaborated texts. Talk up the choice of longer (five- to six-page) booklets, with extra single pages available, to encourage these writers to add yet more pages as they add more and more detail.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in the writing process to create, refine, and share our ideas <input type="checkbox"/> Construct procedural writings that are explicit, clear, and sequential <input type="checkbox"/> Revise writing to improve clarity for the audience 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to think about our audience when we write? <input type="checkbox"/> How do authors improve their writing? <input type="checkbox"/> How do authors communicate their ideas to an audience? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is a process, and every step in the process is important <input type="checkbox"/> Writers write long and strong, with great volume and stamina <input type="checkbox"/> How-to writing contains content-specific expert language as well as descriptive language <input type="checkbox"/> Writers revise and edit their writing to improve readability
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
Writing Standards	Bend I: Getting Started: Thinking of Topics, Rehearsing, and

Text Types and Purposes

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3: 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

Production and Distribution of Writing

W.1.4: (begins in grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.9: (Begins in grade 4)

Writing Tons of Books

Session 1: Today I want to teach you that writers not only write to tell stories, they also write to teach other how to do something. (page 33)

I do this by:

1. Thinking about things I know how to do or love to do
2. Talking about the steps across our fingers to our writing partners
3. Sketch the steps across the pages of my booklet

Session 2: Today I want to teach you that your lives are full of things that you can teach others how to do. There are many aspects of your life that have potential ideas. (page 34)

I do this by:

1. Think about things that you care about (environment re:recycling), things you love to do (dancing), or people that you love to help ("how to Diaper a Baby" "How to Make a Good Pancake")
2. Jot down various titles for many "How -to" books across many booklets

Session 3: Today I want to teach you that every time you do something, there are steps involved. (page 34-35) (One thing you can do is give students blocks and tell them to build with them, only giving them a few minutes to complete the task.)

I do this by:

1. Thinking "What did I do first?" and jot that down
2. Then "What did I do next?" and record that
3. Continue to think about the steps you took until you had your completed project

Session 4: Today I want to teach you that there are things that you do at both home and school that you can teach to others. (page 35)

I do this by:

1. Envision myself in a room in my house (example: kitchen)
2. Think about all the things that I do in this room that I could teach to someone
3. Jot the steps in a booklet

<p>Range of Writing w.1.10: (Begins in grade 3)</p>	<p><u>Session 5:</u> Today I want to teach you that we should use precise words when writing the steps. We need to pretend that we are writing out booklet for someone that has never done the thing you are describing. (page 35-36)</p>
<p><u>Speaking and Listening Standards</u> Comprehension and Collaboration</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussions</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>I do this by:</p> <ol style="list-style-type: none"> 1. Rereading my work ("Then you <i>put</i> the chocolate in the milk") 2. Think about a better word that may help someone who has never done this task before (pour instead of put) <p><u>Session 6:</u> Today I want to teach you that using transition words can make your directions clearer for your reader. (page 35)</p> <p>I do this by:</p> <ol style="list-style-type: none"> 1. Rereading your text to make sure the order of your texts "makes sense" 2. Add transition words to yours text to make the order of your steps clearer <p><u>Bend II: Writing in Such a Way That Readers Can Read the Text and Follow the Directions</u></p> <p><u>Session 7:</u> Today I want to teach you to think about who your audience is when writing the steps for your "how-to" booklet. (page 36)</p> <p>I do this by:</p> <ol style="list-style-type: none"> 1. Thinking "Who might need this book?" or "Whom do I want to read this book?" 2. Pretend I am telling this person (or people) the steps 3. Jot down the directions I would say
<p><u>Language Standards</u> Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> K. Print many upper- and lowercase letters. L. Use common, proper, and possessive nouns. M. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.) N. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, their, anyone, everything). O. 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.) 	<p><u>Session 8:</u> Today I want to teach you that it is important to understand the purpose of your booklet. (pages 36-37)</p> <p>I do this by:</p> <ol style="list-style-type: none"> 1. Naming what I hope my book will do 2. Look at mentor texts that have the same purpose 3. Use the mentor texts as a model to add features to my booklet (examples: a list of materials, cautions or warnings for the reader, a persuasive introduction) <p><u>Session 9:</u> Today I want to teach you that it is important to make sure</p>

- P. Use frequently occurring adjectives.
- Q. Use frequently occurring adjectives (e.g., *and, but, or, so, because*).
- R. Use determiners (e.g., articles, demonstratives).
- S. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- T. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- F. Capitalize names and dates of people.
- G. Use end punctuation for sentences.
- H. Use commas in dates and to separate single words in a series.
- I. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.
- J. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies:

- D. Use sentence-level context as a clue to the meaning of a word or phrase.
- E. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- F. Identify frequently occurring root words (e.g., *look*), and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate

the steps in your booklet are all there and clear. (page 37)

I do this by:

1. Envisioning (make movies in my mind) of the steps I do to complete the task I'm writing about
2. Once I feel confident in my steps, read the steps in my booklet to my partner
3. Have my partner act out the steps as I read them
4. Notice where my partner is having problems, making a mark on my page next to steps that need work

Session 10: Today I want to teach you that when you write how-to books, you have to be a teacher. You must use your "teacher" voice so that people will understand that you are showing them how to do something. (page 37)

I do this by:

1. Making sure you're using your "teacher" voice
2. Telling my reader "you have to do *this*" or "you have to do *that*"

Session 11: Today I want to teach you that writers give explicit instructions that teach their readers how to do something precisely. (page 38)

I do this by:

1. Reread your writing ("Get into the car")
2. Think "Does this tell my reader *how* or *where* or *why*?"
3. If not, add more precise words to help answer these questions for your reader (Get into the car *on the passenger side.*)

Bend III: With Feedback, Writers Can Revise Their How-To Texts, Make New Texts Worlds Better, and Share Them with an Audience

Session 12: Today I want to teach you that adding details to our pictures can help teach your reader as well. (page 38)

I do this by:

1. Zooming in close on the part of the picture that teaches
2. Adding label or arrows to your pictures to help teach

Session 13: Today I want to teach you that you can elaborate on your writing through adding to the pictures.

I do this by:

understanding of figurative language, word relationships, and nuances in word meanings.

- E. Sort words into categories (e.g., colors , clothing) to gain a sense of the concepts the categories represent.
- F. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- G. Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).
- H. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. 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*).

1. Zooming in close on the part of the picture that teaches
2. Adding speech bubbles to include directions for how, where, and why to do the steps

Session 14: Today I want to remind you that your writing partner can be important in helping you improve your writing. As we share with our partner, they may be able to help you find "tricky" spots where you need to make your writing clearer. (page 38-39)

I do this by:

1. Having my partner act out the steps as I read them
2. Noticing where my partner is having problems, making a mark on my page next to steps that need work

Session 15: Today I want to teach you that using a checklist (Heinemann: Information Writing Checklist) is another tool we can use to improve our writing. (page 38)

I do this by:

1. Reading my checklist
2. Rereading my booklet, checking for each item on the list
3. Adding to my steps when I notice something is missing

Session 16: Today I want to teach you that writers use lots of marks on the page to help readers read their stories more easily. (Remind students about exclamation marks, period, question marks, and commas from Session 13: Small Moments)

I do this by:

1. Using periods, exclamation marks, question marks, and commas like I did when writing Small Moment stories
2. Using parentheses to pause for a moment and add a moment and add a point or say one more thing
3. Using colons before a list

CELEBRATION: You have shown you are experts, capable of sharing your knowledge with others. You have worked hard on making clear steps, with precise language, to help your reader learn from you.

We can celebrate by:

1. Having centers where children can teach small groups of

- students how to perform their tasks
2. Visiting younger students, becoming "teacher for a day," demonstrating the task they wrote about and reading their text to others
 3. Hang "how-to" books with stapled examples of actual materials or finished products beside the book
 4. Creating a how-to video that can be posted

Sample Assessments:

- Conferring notes
- TCRWP Running Records
- Unit On-Demands (pre- and post-), scored with Learning Progressions
- Words Their Way spelling inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

- Math: Create how-to directions for how to solve problems during math workshop
- Goal setting: in addition to naming goals, students can create an action plan for how they will meet their goal

Technology Integration

- Raz Kids
- Use Screencastify to record students reading their own writing, providing partner feedback, and/or setting student goals
- <http://www.storylineonline.net/> for digital storybooks mentor reading examples
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration
- Use KidPix, Word, or Google Docs as an option for drafting or publishing
- Utilize projector technology (document cameras,

	<p>SmartBoards), to project student writings, and engage in inquiry re: craft moves from mentors.</p> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Holidays and Traditions Around the World
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills

Professional Resources:

- TCRWP Writing Book If...Then... Grade 1, © 2013
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with WUOS_GR1)
- Writing Pathways (for writing progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>): Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts (pg. 32):

- How to Be a Baby, by Me the Big Sister*, by Sally Lloyd-Jones
- How to Teach a Slug to Read*, by Susan Pearson
- "How to Carve a Pumpkin" in *The Pumpkin Book*, by Gail Gibbons
- My First Soccer Game*, by Alyssa Satin Capucilli
- 101 Things to Make and Do*, published by Parragon (or other craft books)
- How to Babysit a Grandpa*, by Jean Reagan
- How to Be a Ballerina*, by Harriet Castor

- ❑ *How to Make Bubbles, How to Make a Bouncing Egg, How to Make Slime, How to Make a Liquid Rainbow*, by Lori Shores (and other books in the science experiment series published by Pebble Plus)
- ❑ *How a House is Built*, by Gail Gibbons
- ❑ *Change It! Solids, Liquids, Gases and You*, by Adrienne Mason
- ❑ *How to Lose All Your Friends*, by Nancy Carlson
- ❑ *Let's Cook!*, by Backpack Books (or other cookbooks for kids)
- ❑ *My First Ballet Class*, by Alyssa Satin Capucilli

Nonfiction Chapter Books (Book 2)

December/January

This unit prepares children to write informational texts of all sorts across this year's curriculum. Because this unit is foundational, undergirding children's reading of informational texts and enabling their cross-curricular writing, it is well positioned early on in first grade. This unit channels first graders' youthful confidence and passion about topics that matter most to them. First graders love the chance to teach *you* and *the world*! This is also a wonderfully supportive unit for your striving learners, who will come alive when given the opportunity to teach what they already know!

This unit takes children on a writing journey that builds in sophistication. It begins with instruction on how to make a basic type of information book—and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words. The unit closes with lessons on craft and thoughtful punctuation, which will add a flourish to the powerful writing first graders are now doing in their information books. All this work culminates into a sharing celebration, where authors and audience teach and learn from one another.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- ❑ Nonfiction writers read several books about one topic so that they can become experts on that topic.
- ❑ Nonfiction writers use text features to help make complex ideas easier for their readers to understand.
- ❑ Nonfiction writers organize like information into categories.
- ❑ Nonfiction writers introduce information, and provide a sense of closure.
- ❑ Nonfiction writers ask and answer questions.
- ❑ Writers self-assess and set goals for their writing.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- ❑ How do writers write to teach what they know?
- ❑ How do nonfiction writers make their stories easy to understand?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- ❑ Writers write to teach what they know well.
- ❑ Writers revise to make writing better
- ❑ Writers elaborate to make writing stronger.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
<p><u>Writing Standards</u></p> <p>Text Types and Purposes</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: 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</p>	<p>Bend I:</p> <p>Writers, today I want to teach you that to get started writing a teaching book, a writer often becomes a teacher and teaches people all about the topic. When doing that teaching, many writers find it helps to use a teaching voice and to use fingers to organize information. That way the writer teaches one thing and then another and another about the topic.</p> <p>To teach someone about a topic:</p> <ol style="list-style-type: none"> 1. Name your topic. Use a teaching voice while you speak about your topic. 2. Tell as many things as you can about your topic. Hold up a finger OR point to a page in your book/writing as you explain each idea. 3. Use your teaching to help you put ideas in to your own writing.
<p>Production and Distribution of Writing</p> <p>W.1.4: (begins in grade 3)</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Today I want to remind you that before you write a teaching book, you plan how your book will go. And guess what? You <i>already know</i> how to plan your teaching books! You plan your teaching books by saying your information across your fingers and then quickly sketching something you'll write on each of the pages.</p> <ol style="list-style-type: none"> 1. Think of a topic. 2. Plan by saying it across your fingers. 3. Sketch across pages. 4. Write the words.
<p>Research to Build and Present Knowledge</p> <p>W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).</p>	<p>Today I want to teach you that teachers do more than plan. They also think about their students. Teachers think, "Who am I teaching?" And then, when they have their students in mind, they try to teach in ways that will reach those students. You need to ask, "Who am I teaching?" To reach your readers, imagine and answer their questions.</p> <ol style="list-style-type: none"> 1. Ask yourself, "<i>Who</i> will my readers be?" "<i>What</i> will they ask?" (Where? When? Why? How?) 2. I make sure to answer those questions to myself.

<p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9: (Begins in grade 4)</p> <p>Range of Writing</p> <p>w.1.10: (Begins in grade 3)</p>	<p>3. I add the answers to these questions into my own planning/writing.</p> <p>Writers, today we are going to do an inquiry. We are going to explore the questions, "How are the illustrations in an information book different than the illustrations in most picture books? And "What are some of the special techniques that information book authors use to give their illustrations teaching power? And then you will be able to try some of these techniques in your own teaching books.</p> <p><u>How Can I Teach My Readers?</u></p> <ol style="list-style-type: none"> 1. Think about Who? What? Where? When? Why? How? 2. Write in twin sentences. 3. Use pictures (arrows, words, zooming in)
<p>Speaking and Listening Standards</p> <p>Comprehension and Collaboration</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussions <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Today I want to teach you that nonfiction writers use fancy words to teach others about a topic, and if they aren't sure how to spell the word, they are still brave enough to try using those fancy words, saying, "Oh well, I'll try my best." Writers sound out fancy words by listening to each syllable, sliding their finger across the page, and writing the sounds they hear.</p> <p>When writers write words that experts use to teach about their topic:</p> <ol style="list-style-type: none"> 1. They get brave, and work hard to try to spell the word. 2. They say each syllable, listening for the sounds. 3. They slide their finger across the page, writing the sounds they hear. 4. They use their finger to check over the word again. <p>Today I want to teach you that writers of teaching books especially need readers who point out places that don't make sense. Those parts might not make sense because of missing words or information, and they might not make sense because things have been added that don't belong.</p> <p>Partners can work together to make their writing clearer by:</p> <ol style="list-style-type: none"> 1. Rereading the writing, spotting places where writers can make things clearer. 2. Rereading the writing again, spotting places where the writer can "take away" information that doesn't fit. 3. After the writer fixes up the writing, reread the writing to make
<p>Language Standards</p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> A. Print many 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, 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 adjectives (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.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize names and dates of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:

- A. Use sentence-level context as a clue to the meaning of a word or phrase.

sure it is the best it can be!

Writers, today each of you is going to investigate the questions, "What have I already learned to do as a writer of teaching books? What do I still need to work on?"

1. We look at the Information Writing Checklist together.
2. Look at your writing. Ask yourself, "What am I really great at?"
3. Then, look over your writing AGAIN. Ask yourself, "What is a goal I can make for myself so I can grow as a writer?"
4. We WRITE DOWN our goals and go over them every day so that we remember to practice them whenever we write.

When a writer edits his or her piece of writing, this involves pulling into work on things like hearing all the sounds in a word or writing capital letters, and then it involves pulling back to reread and think, "What else?" Painters do this too. They pull in to work, then stand back to scan their work, then pull in again. So writers, like painters, stand back to look over their work, then pull in again to fix things, then stand back again.

1. Read a sentence or two of your story. Then, STOP!
2. Stand back: Using a writing checklist for ideas, ask, "What can I fix up in this writing?" Name it out!
3. Pull in: Go in and fix it!
4. Stand back: Go back to the checklist. Ask yourself, "What ELSE can I fix up?"
5. Pull in: Go in and fix it!

Bend II: Nonfiction Writers Can Write Chapter Books!

Inquiry Lesson: "Anne Schreiber's book Sharks! (or another nonfiction chapter book) is longer than the books you have been writing so far. What did the author do that we could try as we get started writing really long chapter books?"

(The goal of this inquiry is to zoom in on the title page and table of contents.)

1. Talk about what the author has done:
 - I notice the author...
2. Think about why s/he *might* have done it:
 - Maybe s/he did this because...

- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*), and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. 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*).

--I think that because...

--Or could it have been that she did it because...

3. Create a table of contents, thinking about what ideas you have for how you can divide your whole topic into smaller parts.

So, writers, today I want to teach you that when you are writing a chapter in a *teaching chapter book*, you can plan that chapter in the very same way you planned your teaching picture book. For example, you can plan what you will say in a chapter across your fingers, saying a whole bunch about each finger, or each part of the chapter.

1. Imagine you are teaching a course on your topic: think of the different things you'll say.
2. Name one big idea (chapter title) across each finger.
3. Go back and try to say a couple of sentences about each finger.
4. Write up a storm!

So, writers, you already know how to write in details. You just sometimes forget to do it. Now today I want to teach you that you don't just tell a fact (detail). You help readers to picture the fact (the detail) and to understand why it matters. One way to do that is by using comparisons.

1. Think about your big topic OR an important detail from your story.
2. Ask yourself, "How can I compare this detail to something else so my readers will be able to picture it more clearly?" (examples: A shark's teeth are like knives. An airplane is similar to a bird.)

My point is not really that you have how-to pages in your books, although you do (or you could). No, the thing I want to teach you is bigger than that. I want to teach you that whenever a writer goes to write something new—even if it is a chapter, not a book—the writer pauses and thinks, "What kind of writing am I making?" Then the writer makes sure that his or her writing follows the rules of that kind of writing.

1. Begin by asking yourself, "What kind of writing am I making?" (Examples: step-by-step directions, a great introduction, etc.)
2. Then ask yourself, "What are the rules of that writing?" (For step-by-step directions, we write in steps, with a drawing for each step. For a great introduction, we ask a question, name the topic, and

tell our opinion.)

3. Make a plan for how your chapter will look, what information you will include...and give it a go.

Today I want to teach you that writing partners can work together to give writing checkups. You can use an editing checklist to make sure your partner's piece is easy to read. If you see something to fix up, you can write a note, like a prescription, to give your partner ways to make his or her work even better.

1. Take your time to give your partner's writing a thorough checkup (sing an editing checklist).
2. Reread the piece carefully.
3. If you find something to fix up, you can write your suggestions on a post-it note.

Today I want to teach you that review writers publish anthologies of pieces that go together. Reviewers think, "Who in the world might need to read this review? What is this review helping people do?" in order to decide what kind of anthology to create.

1. Ask yourself, "Who in the world might need to read this review?"
2. Then ask, "What is the review helping people do?"
3. Decide on a big idea (your anthology topic).
4. Check yourself: Talk across your fingers to make sure all your topics fit into that anthology idea.

Bend III: Writing Chapter Books with Greater Independence

Today I want to teach you that as writers start new chapter books, and revise old ones, they get a new plan for their writing. To do this, they study the tools around them—things like charts, published nonfiction books, and even other writers. As writers study these tools, they think to themselves, "How could I try that in my writing?" And then they do it.

1. I make a plan for my writing: I use the charts, other nonfiction books, and my classmates' writings for inspiration for my *own* writing.
2. I choose *the thing* that will inspire my writing.
3. I ask myself, "How could I try that in my writing?"
4. I give that a try in my work, going back to the model to help me.

Today I want to teach you that writers research—or look for—photographs or pictures that are connected to their topics. Writers look closely at these, mining them for specific details that will teach people even more about their topics. Then they put into words what they've learned and add this to their writing.

1. Tell what you notice in the pictures. Say, "I see..."
2. We describe what we see in LOTS of detail. We try really hard to use words that experts use on this topic.
3. Remember to add those details in to your writing.

Today I want to teach you that nonfiction writers choose ending punctuation that reflects how they are trying to speak. Specifically, they use periods when they want to tell facts, question marks when they want to ask questions, exclamation marks when they want to tell something exciting, commas and colons when they want to make list.

1. Before you start writing, think about the kind of sentence you want to write.
2. Decide what kind of information you want to write. Do you want to write a fact? Ask a question? Show strong feelings? Make a list of details.
3. Decide which punctuation belongs at the end of that sentence.
4. Write your sentence!

Today I want to teach you that writers use craft moves like pop-out words and speech bubbles in teaching books to give more information or make some information stand out.

1. Look over a page of your writing.
2. Decide what words are super-important on the page. Those words can be written as pop-out words.
3. Think about a speech bubble and picture we can add to pop out those important words even more. Ask yourself, "What can I write in my speech bubble that matches that idea?"

Today I want to teach you that writers edit their writing before they publish it. One way they edit their writing is by using an editing checklist. They look at one thing on the list at a time and check to see they have done that one thing throughout their writing. Then they

check for the next item on their list, and so on.

1. Choose on the checklist to look for in your writing.
2. Read your writing slowly and carefully, using your finger to check for that one item in your writing.
3. Fix your mistakes.
4. Move on to another item. Try again!

CELEBRATION:

Today, your expertise is on display in our class museum. Because you are the experts, you are going to be the docents (a person at a museum who gives more information about the displays). Each of you will stand by your display. You all have your docent speech ready to go. In a few moments, your family members and friends will be coming in. When a visitor walks up to your display, you can share your speech with them, and you can show them the pages from your book."

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: *All About Books*- Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- Additionally, a "science journal" (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)
- Have students make "Ask Me to Teach You" Buttons or necklaces (tag board circles that say "Ask Me to Teach You About ____.") Invite another class in to circulate from table to table, where students are seated with their nonfiction books. The students share their expertise with their guests. (This is also their celebration for this unit.)

Instructional Strategies:**Interdisciplinary Connections**

Correlates to solids & liquids unit in science; community unit in social studies

- "Exit Cards"- for any academic area (e.g., Science- "Tell 3 things you learned about solids and liquids. What do you still wonder about solids and liquids")
- Science FOSS Unit- *Solids and Liquids*- use unit materials for an "All About" book.
- Health- Prevention and Control of Disease: use information from this topic to write an "All About" book on how good health habits contribute to good health.
- Social Studies Curriculum- Unit 6- *Where I Live*. Write "All About Where I Live."
- Nystrom Literacy Library- read aloud, *I Live in Brooklyn*. Have students write and illustrate a tradition they share with their family. Make a class book called, "All About Our Family Traditions" and share it with the class.

Technology Integration

- Create/participate in a global schoolhouse project such as "All-About Our Community."
<http://www.globalschoolnet.org/gsh/pr/search.cfm>

Media Literacy Integration

- Present, at the end of a unit, a media message that contains information about the topic they chose to write "All-About"

Global Perspectives

- Study all-about mentors from around the world
- Participate in a global schoolhouse project

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

REVISE!!!!

Professional Resources:

- ❑ [Teacher's College Kit Book, Nonfiction Chapter Books \(Unit 2\)](#)
- ❑ [Nonfiction Writing: Procedures and Reports from The Units of Primary Writing by Lucy Calkins, \(Heinemann, 2003\)](#)
- ❑ [Talking, Drawing, Writing: Lessons for Our Youngest Writers](#) by Martha Horn and Mary Ellen Giacobbe
- ❑ [The Art of Teaching Writing](#) by Lucy McCormack Calkins
- ❑ [Conferring With Readers](#) by Jennifer Serravallo and Gravity Goldberg (Chapter 8)
- ❑ [Learning Words Inside and Out](#) by Douglas Fisher and Nancy Frey
- ❑ [The Common Core Writing Book: Lessons for a Range of Tasks, Purposes, and Audience](#) by Gretchen Owoski
- ❑ [Writing Workshop: The Essential Guide](#) by Ralph Fletcher

Mentor Texts:

- ❑ [Sharks!](#) by Anne Schreiber
- ❑ ["Information Writing Checklist"](#) (grades 1-2) from [Writing Pathways](#)
- ❑ ["Writing Pathways Editing Checklist: Grade 1"](#) from [Writing Pathways](#)

Writing Reviews (Book 3)

February/March

This unit begins by teaching students that writing can give them a way to make and defend decisions and opinions, such as, “Which is my best baseball cap? Beanie Baby?” or, Which wins the booby prize for being worst? Children will learn to write their judgments, their reasons for those judgments and to organize their reasons, supplying supporting details. These goals are pushing first graders beyond the CCSS expectation for opinion writing, which states that students will write opinion pieces in which they “introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure” (CCSS W 1.1). This unit will encourage writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It will also encourage students towards using and revising more complex sentences, using linking words.

In Bend 1, students will learn to review their collections and to make choices about which item in that collection is the best, writing defenses for those judgments. In Bend 2, students will write multiple reviews about anything and everything: toys, restaurants, video games, movies, etc. Bend 3 has students writing book reviews. They will summarize, evaluate, judge and defend their judgments.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Learn how to write about and state personal opinions and ideas
- Learn how to support personal judgments with organized reasons and supporting details

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do writers share their ideas with others?
- How do writers support their ideas?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- There are issues in our lives that we have opinions about
- There are many ways to persuade our audience

Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
<p>Writing Standards Text Types and Purposes W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3: 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</p>	<p>Bend I Best in Show: Judging Our Collections</p> <ul style="list-style-type: none"> ● Today I want to teach you that people who know a lot about something- like people who keep collections- often think, “Which is my favorite? Which is next? And people write and talk and tell others about their opinions. They even try to convince others about their opinions. ● Writers can collect examples of a topic, and spend time judging all they have collected, thinking, “This is the best because...” Writers try to convince others of their opinion. ● Today I want to teach you that when you have an opinion, when you judge something, you need to give a couple of reasons, not just one, and say details about each reason. If you write, “For example...” or “I think that because...” then that helps you bring in some details.
<p>Production and Distribution of Writing W.1.4: (begins in grade 3)</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Today I want to teach you that when you write something, it is important to understand the kind of writing you are doing and to figure out ways people do that kind of writing really well . Then, you can try to do those things in your own writing. ● Today I want to teach you that writers don’t all agree. If one person has written his or her opinion, someone else can say, :I agree. My opinion is the same.” Or “I disagree, I have a different opinion.” When we don’t agree with someone else’s opinion, that’s a good time to write our own opinion and back it up with tons of reasons.
<p>Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> ● Today I want to teach you that reviewers, judges, don’t always look for the most powerful, the most unusual, the most interesting item. Judges can also look for the least powerful, least unusual, the least interesting item. Sometimes, in a joking and fun way, people talk

<p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9: (Begins in grade 4)</p> <p>Range of Writing</p> <p>W.1.10: (Begins in grade 3)</p>	<p>about this as “giving the booby prize.” To judge for the booby prize, judges again look at one trait, then another.</p> <ul style="list-style-type: none"> ● Writers, I want to be sure you realize that sometimes people who are experts on a topic, who collect a lot of information about a topic, write to convince others of what they believe are the worst specimens in their collections. They might write about the worst ballplayer, the worst book, the worst dog. You already know that to do this, the opinion writer needs to produce reasons that back up his or her opinion. ● Today I want to teach you that when opinion writers want to pull out all the stops, they sometimes find others who can help them generate even more reasons to support their opinions. They sometimes even refer to- that is, quote- what those other people have said. ● Today I want to teach you that one way to make sure your writing is the best that it can be is to use the checklists that are used to judge writing as To-Do lists, reminding you of all that you want to do to make your writing the best that it can be. <p>BEND 2: Writing Persuasive Reviews</p> <ul style="list-style-type: none"> ▪ Today, I am not teaching you something, because instead, we’ll investigate together, just like detectives, to find some answers to this big question, “What important parts do writers make sure to include to make their reviews so convincing? Then we’ll be able to ask “How can we do this in our reviews, too?” ▪ Today I want to teach you that review writers include important information to convince their readers. One way to do this is to use a voice that talks right to your reader, explaining what your topic is, where to find it, and when to go.
<p>Speaking and Listening Standards</p> <p>Comprehension and Collaboration</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussions</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p>Language Standards</p> <p>Conventions of Standard English</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.)</p>	

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

D. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)

E. Use frequently occurring adjectives.

F. Use frequently occurring adjectives (e.g., *and, but, or, so, because*).

G. Use determiners (e.g., articles, demonstratives).

H. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

- I. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize names and dates of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:

- A. Use sentence-level context as a clue to the meaning of a word or phrase.

- Today I want to remind you to use all you already know about writing to convince others. You can think about a way that your subject is better (or worse) than others. You compare your subject with others, thinking only about that one way, that attribute. Then, you can write to include this information in your review.
- Today I want to teach you that writers write introductions to grab their readers' attention right from the very start. One way to do this is to talk to your reader.
- Today I want to teach you that writing partners can work together to give writing checkups. You can use an editing checklist to make sure your partner's piece is easy to read. If you see something to fix up, you can write a note, like a prescription, to give your partner ways to make his or her work even better.
- Today I want to teach you that review writers publish anthologies of pieces that go together. Reviewers think, "Who in the world might need to read this review? What is this review helping people do?" in order to decide what kind of anthology to create.

BEND 3: Writing Persuasive Book Reviews

- Today I want to teach you that review writers write book reviews to recommend titles and authors they believe others should read. You can use all you already know about writing reviews to convince people to agree with your opinion.
- Today I want to teach you that writers of book reviews give a sneak peek summary without giving everything away. One way to do this is to share only the most important things readers will need to know about the book and also a few things that will make them curious, but not the ending.
- Today I want to teach you that writers check their writing to make sure that the sentences they've written are just how they want them to be. Writers reread each sentence and ask, "Is my sentence too

- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*), and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. 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*).

ling? Is my sentence too short? Is it just right?” Then, writers use punctuation to break it apart or use linking words to connect ideas or edit it in other ways to make it just right.

- Today I want to teach you that when writers use checklists to make sure they’ve made their writing as strong as it can be, they don’t just find one place where they did what’s on the list, they check each and every part of their writing.

Sample Assessments:

- On-demand prompt (described in the unit introduction)
- Conferring notes
- EDITING CHECKLIST: *Persuasive Letter Writing*. Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- Additionally, a “science journal” (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)
- Compile the letters into a book, [My Book of Letters](#)

Instructional Strategies:

Interdisciplinary Connections

Correlates to Our Nation unit in social studies

- "Exit Cards"- for any academic area (e.g., "Name 3 reasons you would write a persuasive letter.")
- Social Studies Curriculum Unit 7- "Our Nation." Write a persuasive letter telling why we should all know the lyrics to our National Anthem, *The Star Spangled Banner*.
- Nystrom Literacy Library- read aloud *The Big Buck Adventure*. Ask students to write a note from the narrator to her father thanking him for the raise in her allowance.
- Health- Mental Health: Use the persuasive letter as one means to identify how to ask for what they want in an appropriate manner.
- *Everyday Mathematics*-Open Response Questions in Unit Assessments
- Mail the letters to the person or persons they are trying to persuade.

Technology Integration

- Use a digital camera to take a picture of a situation they want changed (e.g., recyclable material in a garbage container instead of a recycling bin). Include the picture with the persuasive letter.
- Use Read-Write-Think.org letter generator to create and publish a persuasive letter.

Media Literacy Integration

- Teach students how to recognize the source (speaker) of a media message and the purpose of producing the message, and how that might influence the objective nature of information (You-tube clips)

Global Perspectives

- Watch public service announcements (PSAs) from different countries to identify what the speaker is trying to persuade you to do.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 5
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 5
- A Quick Guide to Teaching Persuasive Writing, K-2* by Sarah Picard Taylor *The Workshop Help Desk Series*, Heinemann, 2008)
- Writing Reviews* by Calkins, Dunford, and Dangler Larkey

Mentor Texts:

- Click, Clack, Moo* by Doreen Cronin
- Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
- Earrings* by Judith Viorst
- I Wanna Iguana* by Karen Orloff
- I Wanna New Room* by Karen Orloff
- Don't Let the Pigeon Stay Up Late* by Mo Willems

Poetry and Songs (If...Then...)

March/April

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students.

Centers could include a "Five Senses Center" where students practice using descriptive language; a "Metaphor Center" where students compare objects by using phrases including "like a ..." or "reminds me of..." or "as a..."; a "Singing Voices Center" where children sing songs and write new ones.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Learn how to write about and state personal opinions and ideas
- Learn how to support personal judgments with organized reasons and supporting details

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do writers share their ideas with others?
- How do writers support their ideas?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- There are issues in our lives that we have opinions about
- There are many ways to persuade our audience

Areas of Focus: Proficiencies

(New Jersey Student Learning Standards Alignment)

Students will:

Writing Standards

Text Types and Purposes

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Examples, Outcomes, Assessments

Instructional Focus:

****Teachers: Much of the work done in Bend 1 is heavily dependent on Shared Reading, and is necessary to front-load for Bend II****

Bend I: Immersion in Songwriting and Poetry: Setting the Stage

Session 1: Today I want to teach you that poets can use line breaks in their writing. (page 19-20)

I notice this by:

1. Thinking "Why might have the poet done this?"

<p>W.1.3: 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</p>	<p>2. Turning and talking to my writing partner about the author's purpose to using a line break</p> <p><u>Session 2:</u> Today I want to teach you that poets can use repetition in their writing. (page 19 - 20) I notice this by:</p> <ol style="list-style-type: none"> 1. Thinking "Why might have the poet done this?" 2. Turning and talking to my writing partner about the author's purpose to using repetition in their writing
<p>Production and Distribution of Writing W.1.4: (begins in grade 3)</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><u>Session 3:</u> Today I want to teach you that poets can use punctuation in different ways in their writing. (page 19-20) I notice this by:</p> <ol style="list-style-type: none"> 1. Thinking "Why might have the poet done this?" 2. Turning and talking to my writing partner about the author's purpose for using (a question mark, an exclamation point, etc) here in their writing
<p>Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9: (Begins in grade 4)</p> <p>Range of Writing W.1.10: (Begins in grade 3)</p>	<p><u>Sessions 4-7:</u> **Teacher: you need to set up 3-4 centers that the students will work through for the next 4 sessions of Writing Workshop. These are some of the centers listed, as you will see when referencing pages 20-22. It is important to utilize the centers that will be most beneficial to your group of writers**</p> <p>Today I want to teach you that you can use songs you already know to inspire your writing. (page 20) I do this by:</p> <ol style="list-style-type: none"> 1. Listening to a song, reading the words or singing along with the song 2. Draw the picture you see in your mind as you listen to the song 3. Look at your drawing and write a new song or poem about it
<p>Speaking and Listening Standards Comprehension and Collaboration SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. D. Follow agreed-upon norms for discussions (e.g., listening</p>	<p>Today I want to teach you that we can use songs or rhymes that we know to make poems or songs of our own. (pages 20-21) I do this by:</p> <ol style="list-style-type: none"> 1. Reading a familiar song, chant, or rhyme 2. Tap out the rhythm with your pencil (or instrument) as you read

to others with care and taking turns speaking about the topics and texts under discussion).

- E. Continue a conversation through multiple exchanges.
- F. Ask questions to clear up any confusion about the topics and texts under discussions

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language Standards

Conventions of Standard English

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:

- D. Print many upper- and lowercase letters.
- E. Use common, proper, and possessive nouns.
- F. 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, their, anyone, everything).

D. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)

E. Use frequently occurring adjectives.

F. Use frequently occurring adjectives (e.g., *and*, *but*, *or*, *so*, *because*).

G. Use determiners (e.g., articles, demonstratives).

H. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

- II. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

3. Jot new words that could go along to the rhythm

Today I want to teach you that poets can see everyday objects with different eyes. Poets look at objects many times, noticing something new that they can write about each time. (page 21)

I do this by:

- 1. Look at one of the objects from the collection
- 2. Think "What does this feel like?" "Does this object remind me of anything?" "What can I do with this object?"
- 3. As you look at the object, jot down some of your observations

Today I want to teach you how to look at the world through the eyes of a poet, making observations about nature. (page 21)

I do this by:

- 1. Looking out the window
- 2. Jotting down what I'm seeing through my poet eyes

Today I want to teach you that line breaks can be used to make our poems sound differently. We can use line breaks to play with the music of our poems, making many poems using the same words.

I do this by:

- 1. Cut the words apart in my poem
- 2. Move my words around again and again
- 3. When you like the way the words sound, jot them on a new paper in the new order
- 4. Repeat steps 2 and 3 to make new poem using the same words

Bend II: Studying the Rhythm and Voice of Songs to Help Us Write Our Own

Session 8: Today I want to teach you that almost anything can be a song. We may have to make a few changes to our existing work, making it easier for the words to roll off our tongue. (page 22)

I do this by:

- 1. Reread through the work in your writing folder
- 2. Pause at the end of each piece to say, "Can I sing this? Let me try."
- 3. Sing my song (with a pen/pencil in my hand)
- 4. Make changes to the words so that I can sing it more easily

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- F. Capitalize names and dates of people.
- G. Use end punctuation for sentences.
- H. Use commas in dates and to separate single words in a series.
- I. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.
- J. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:

- D. Use sentence-level context as a clue to the meaning of a word or phrase.
- E. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- F. Identify frequently occurring root words (e.g., *look*), and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- E. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- F. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- G. Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).

Session 9: Today I want to teach you that we can use the tunes of songs we already know to write new songs. (pages 22-23)

I do this by:

- 1. Picking a song that I already know
- 2. Sing or hum the song to remind myself of the tune
- 3. Write new words to go along with the tune

Session 10: Today I want to teach you that poetry and songs do not always have to rhyme. It is more important that the words make sense so that our readers understand our work. (page 23)

I do this by:

- 1. Rereading my work
- 2. Thinking "Does that make sense?"
- 3. If not, choose new words to improve your work

Session 11: Today I want to teach you that you can create your own beat and then put words to it. (page 23)

I do this by:

- 1. Tapping out a beat with your pencil on your desk
- 2. Think of some words that fit with the beat
- 3. Make sure the words make sense together

Session 12: Today I want to teach you that songwriters often repeat important words because it shows the readers which parts are important and repetition can add to the "music" off the song or poem. (page 24)

I can do this by:

- 1. Rereading my poems and songs, looking for important words
- 2. Repeat important words in my poem
- 3. Reread my poem to listen to how the repetition has added to the music of my poem

Bend III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems

H. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. 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*).

****Teachers: "Ways to Bring Stories to Life" chart from the *Small Moments* unit can be useful now in this unit to help with using strong feelings in their poems and songs****

Session 13: Today I want to teach you to reach deeper to find topics for songs or poems that really matter to you. (page 24)

I do this by:

1. Thinking, "What is important to me?" or "What's something that I love?"
2. Think about the reasons you feel strong feelings for this object
3. Jot down your reasons (Example: "I love cookies so much because my mom bakes them for me.")

Session 14: Today I want to teach you that you can write great poems and songs by pretending to write to the object you're writing about. (page 25)

I do this by:

1. Looking at (or thinking about) the object or person I'm writing to
2. Think about what you may say to this object or person
3. Jot down my thoughts

Session 15: Today I want to teach you that when you share with your writing partner(s), it is important to read and sing with the utmost expression. As you share your work, keep a pen/pencil with you in case you want to make a change, or a new idea comes in your mind. (page 25)

I do this by:

1. Sharing my poem or song with my writing partner
2. Using grand gestures and expression as I read
3. Making changes to my work as I notice changes I would like to make, or when a new idea "pops" into my head

Bend IV: Songwriters and Poets Revise and Write New Songs and Poems

Session 16: Today I want to teach you that there are 2 important jobs in your writing partnership, the active listener and the reader. (page 26)

I do this by:

1. Being an active listener by:
 - a. looking with my eyes at my partner
 - b. listening very closely with my ears
 - c. pointing to the words along with my partner as they read to me
2. Sharing my work with my partner by using my voice in a way that helps my partner really understand my poem/song

Session 17: Today I want to teach you that it is important for the active listener to compliment the strategies your partner has used when sharing your poems and songs with each other. (page 26)

I do this by:

1. Listening carefully and reading along as my partner shares
2. Using the writing charts in our classroom for ideas for compliments
3. Sharing my thoughts with my partner by saying, "I noticed that you tried..." or "I see that you..."

Session 18: Today I want to teach you. that it is important for the active listener to make suggestions and ask their partner questions about his/her poems and songs as you share your work with each other. (page 27)

I do this by:

1. Using the writing charts in our classroom to notice what your partner may be missing, in order to make suggestions
2. Saying, "Have you tried...?" from a chart

Session 19: Today I want to teach you that you can add more to poems/songs about topics you really love by adding another verse to your work. (page 27)

I do this by:

1. Skipping a line
2. Continuing to write more about this topic that I love
3. Reading it out loud, noticing that I had even more that I could say about my topic

Session 20: Today I want to teach you that another way to improve our work is to add a comparison to your work. (page 27)

I do this by:

1. Thinking about my topic and how it compares to something else around me
2. Writing the phrases "like" or "as ___ as" in my comparison

Session 21: Today I want to teach you that another way to make our work sound like a song or a poem is to add repetition. (page 28)

I do this by:

1. Rereading my song/poem
2. Thinking "Does it sound like a song/poem?"
3. Identifying what parts or phrases may be important to my song/poem
4. Repeating these words or lines throughout my poem/song to help improve the rhythm of my song/poem

Sample Assessments:

- On-demand prompt
- Conferring notes
- Editing Checklist
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Compile the poems and songs into a book, My Book of Poems

Instructional Strategies:

Interdisciplinary Connections

Correlates to Our Nation unit in social studies

- "Exit Cards"- for any academic area (e.g., "Name 3 reasons you would write a persuasive letter.")
- Social Studies Curriculum Unit 7- "Our Nation." Write a persuasive letter telling why we should all know the lyrics to our National Anthem, *The Star Spangled Banner*.
- Nystrom Literacy Library- read aloud *The Big Buck Adventure*. Ask students to write a note from the narrator to her father thanking him for the raise in her allowance.
- Health- Mental Health: Use the persuasive letter as one means to

	<p>identify how to ask for what they want in an appropriate manner.</p> <ul style="list-style-type: none"> ● <i>Everyday Mathematics</i>-Open Response Questions in Unit Assessments ● Mail the letters to the person or persons they are trying to persuade. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use a digital camera to take a picture of a situation they want changed (e.g., recyclable material in a garbage container instead of a recycling bin). Include the picture with the persuasive letter. ● Use Read-Write-Think.org letter generator to create and publish a persuasive letter. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Teach students how to recognize the source (speaker) of a media message and the purpose of producing the message, and how that might influence the objective nature of information (You-tube clips) <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Read poetry, chants and rhymes from around the world.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- ❑ TCRWP Writing Book If...Then... Grade 1, © 2013
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with WUOS_GR1)
- ❑ Writing Pathways (for writing progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>): Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Some possible mentor poetry anthologies for this unit include (page 17-18):

- ❑ Blast off! Poems about Space, selected by Lee Bennett Hopkins
- ❑ Creatures of Earth, Sea, and Sky, by Georgia Heard
- ❑ Good Luck Gold and Other Poems, by Janet S. Wong
- ❑ Little Dog Poems, by Christine O'Connell George
- ❑ Songs of Myself: An Anthology of Poems and Art, compiled by Georgia Heard

From Scenes to Series: Writing Fiction (Book 4)

May/June

In this final unit, you'll lead your first graders into series writing. In the first two bends of the unit, you will lead your students, somewhat step by step, through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books and, finally, creating a "boxed set" of their stories.

Along the way, of course, you'll be reminding your students what they know from their Small Moments writing, and extend those skills. Then, you'll invite students to use what they know to do it again with more independence and agency as they create a second "famous series."

Writing

Big Ideas: Course Objectives / Content Statement(s)

- Drafting with volume and stamina helps improve our narrative writing
- Fiction stories are well-elaborated, with an abundance of details
- Fiction authors revise extensively, reviewing their writing numerous times to make improvements

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do writers decide on a topic?
- Why is revision important?
- How do authors decide on a planning method?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers draw on personal experiences to write fiction stories.
- Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.

Areas of Focus: Proficiencies

(New Jersey Student Learning Standards Alignment)

Students will:

Writing Standards

Text Types and Purposes

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Examples, Outcomes, Assessments

Instructional Focus:

Bend I: Fiction Writers Set Out to Write Realistic Fiction!

Session 1: Today I want to teach you that when you write realistic fiction, you *imagine* a pretend character. Then you pretend things about the character. Fiction writers give the character real-life adventures (p. 2-10).

We do this by playing pretend:

1. Thinking about where the character is (setting), what the character does (actions), and the trouble s/he gets into (problem).

<p>W.1.3: 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</p>	<ol style="list-style-type: none"> 2. Using that information to act out the character. 3. Add the setting, actions, and problem to your own writing. <p><u>Session 2:</u> Today I want to teach you that writers take charge of their own writing and give themselves orders (p. 11-19) We do this by:</p>
<p>Production and Distribution of Writing W.1.4: (begins in grade 3)</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ol style="list-style-type: none"> 1. Thinking about how a fiction story goes: what comes first, next, and last in these stories. 2. Coach yourself: name each step and what is in it (i.e., "I need to make sure my character runs into trouble," "I should make the character do something else here."). Name it out loud and then write it. 3. Repeat, until the story ends. Then, repeat the process with every story you write. <p><u>Session 3:</u> Today I want to teach you that readers love satisfying endings. One way writers create satisfying endings for their readers is by telling what happens to their characters at the end of their story. This makes their readers happy (p.21-29)! We do this by revising our endings:</p>
<p>Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9: (Begins in grade 4)</p> <p>Range of Writing W.1.10: (Begins in grade 3)</p>	<ol style="list-style-type: none"> 1. Adding dialogue, action, or feelings. 2. Using vivid vocabulary... and lots of it! <p><u>Session 4:</u> Today I want to teach you that writers often choose special and fancy words to bring sparkle to their stories. These daring writers remember and use all they know about spelling as they write (p.30-37). We do this by (refer to chart on p. 32):</p>
<p>Speaking and Listening Standards Comprehension and Collaboration SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening</p>	<ol style="list-style-type: none"> 1. Using snap words 2. Listening for little words inside bigger words 3. Writing words part-by-part 4. Writing a vowel for each syllable 5. Skating across the word <p><u>Session 5:</u> Writers, today each of you is going to investigate the question, "What am I doing well as a narrative writer, and what do I want to work on next?" (p. 38-45) We do this by using checklists with our partner:</p>

to others with care and taking turns speaking about the topics and texts under discussion).

- B. Continue a conversation through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussions

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language Standards

Conventions of Standard English

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:

- A. Print many 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, 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 adjectives (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.

- 1. Look at one item on the checklist.
- 2. Ask, "How did I do? Where do I see it in my writing?"
- 3. If I can do it better, I revise it.
- 4. Try again with another item on the checklist.

Bend II: Fiction Writers Set Out to Write Series

Session 6: Today I want to teach you that sometimes, when writers imagine a character they really like, they stick with that character for a bit and create more than one story around him or her. Fiction writers sometimes write series (p. 48-58)

We can do this by:

- 1. Reading our stories to our partners
- 2. Thinking of different versions of the story
- 3. Talking about different ways the story could go
- 4. Picking which version is best

- Today I want to remind you that writers use the character's name, "he," "she," "they," and "their" in realistic fiction.

We do this by:

- 1. Rereading our stories to check if we used "I," "we," or "my"
 - 2. Editing our work to make sure we use "he," "she," "they," or "their" instead
- Today I want to teach you that writers can use the character's likes or dislikes to create a problem and solution in their stories.

We can do this by:

- 1. Thinking of the character's likes and dislikes
- 2. Using a dislike to create a problem for their character
- 3. Using something their character likes as the solution

Bend II: Lifting the Qualities of Effective Fiction Writing

- Today I want to remind you that writers use everything we know to make our stories the best they can be.

We do this by:

- 1. Remembering to use different punctuation so our reader's voice changes

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize names and dates of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*), and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).

2. Making our handwriting clear and easy to read
3. Using the word wall to spell the words we know in a snap

- Today I want to teach you that writers slow down at important parts in their stories to make sure they are showing and not telling the character's feelings.

We do this by:

1. Looking back at important parts like when the character is facing trouble
2. Then adding more dialogue
3. Adding action
4. Adding thinking

- Today I want to teach you that writers use everything they know about storytelling to help us write well.

We do this by:

1. Writing a beginning that reveals details about the setting
2. Writing what the character is saying or doing in each part

- Today I want to teach you that we can begin our stories in exciting and different ways.

We can do this by:

1. Beginning with the character saying something important
2. Beginning with the character doing something exciting

- Today I want to teach you that writers write what the main character is doing step by step, adding their actions into the story.

We do this by:

1. Thinking of what the main character is doing
2. Acting it out step by step
3. Writing down the character's actions

Bend III: Stretching Out the Problem and Imagining Creative Solutions to Stories

- Today I want to teach you that writers can make the

D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. 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*).

character's problems more suspenseful.

We do this by:

1. Stretching out the problem by not giving the solution away too quickly
2. Making the problem hard to solve
3. Using transition words like "All of a sudden," "Suddenly," "Just then," ect.

- Today I want to teach you that another way we can make the problem more suspenseful is by showing how the characters react to the problem.

We do this by:

1. Writing what the character thinks about the problem
2. Writing what the character says about the problem
3. Writing how the character responds through their actions

- Today I want to teach you that realistic fiction writers write powerful endings.

We do this by:

1. Thinking of an ending that would solve the problem
2. Thinking of a different way to end the story (maybe with a twist)
3. Pick the best ending and write it

- Today I want to teach you that realistic fiction writers need to make sure our endings make sense.

We do this by:

1. Asking "Would that really happen?"
2. Revising the way the problem gets solved to make sure it is realistic

Bend IV: Choosing Our Best Work to Revise and Publish

- Today I want to teach you that writers can make their stories into a series. (show students examples of series i.e. Poppleton)

We do this by:

1. Picking our best stories to add to the series
2. Putting the books in order by numbering them
3. Revising the books in the series

- Today I want to remind you that writers can revise by adding or taking parts out of your story.

We do this by:

1. Going back to pieces in our folders to see where we want to add or remove parts
2. Adding paper flaps to parts we want to make longer
3. Removing staples to add or remove pages in our booklets to make them longer or shorter

- Today I want to teach you that writers work with partners to think of what to add in and what to take out of our stories.

We do this by:

1. Reading our writing to our partners
2. Talking about what might be missing or needs more information
3. Revising their pieces to match what their partner said

- Today I want to teach you that when writers revise their stories, one way they can make them better is to add how their characters are feeling.

We do this by:

1. Drawing the character's faces to match their feelings
2. Describing how the character is feeling by how they move their bodies

- Today I want to teach you that another way writers revise their stories is by making mind movies of our story.

We do this by:

1. Imagining what our character is doing in each part
2. Writing down the story bit by bit
3. Adding little details to help our readers understand the story better

- Today I want to teach you that when writers revise they look at the beginnings of their stories and make them clear for the readers.

We do this by:

1. Thinking "Does this help the reader get a clear picture?"
2. Adding details in the picture of the setting
3. Writing more action and dialogue to add detail

- Today I want to teach you that when writers revise they look at the endings of their stories and make them clear for their readers.

We do this by:

1. Thinking "Does this help the reader get a clear picture?"
2. Adding details in the picture of the setting
3. Writing more action and dialogue to add detail

- Today I want to teach you that writers know it's important that our story makes sense to our reader.

We do this by:

1. Rereading to make sure our writing sounds the way we want it to
2. Adding anything we forgot with paper strips
3. Asking a partner how to fix something that doesn't make sense

- Today I want to teach you that writers reread to make sure their writing is clear and easy to follow.

We do this by:

1. Adding in words we may have forgot
2. Including punctuation that matches the voice we want our readers to use
3. Writing the character's name when we are talking about what they are saying or doing

- Today I want to remind you that when writers revise they make sure their stories are easy to read.

We do this by:

1. Making sure all of our word wall words are spelled correctly
2. Sounding out longer, trickier words

3. Making sure the beginning of a sentence starts with a capital letter and ends with punctuation.

- **Celebrate/ publish:** Have students color and add covers to their stories. Have students share some of their books in their series to groups.

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: *Realistic Fiction*. Also, make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 1st Grade Portfolio Checklist/Portfolio Requirements
- Science Journal- a "science journal" (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)

Instructional Strategies:

Interdisciplinary Connections

Correlates to wants and needs unit in social studies

- "Exit Cards"- for any academic area (e.g., Social Studies- "What is the difference between a want and a need?")
- Make a puppet of your character that will help your audience know what he or she is like (e.g. A baseball outfit indicates he/she is athletic or likes sports.)
- Make up a play with a partner in which your character interacts with your partner's character. Perform it for an appropriate audience using your puppets.
- Pretend you are your character and make up a dance that demonstrates your character's strengths.
- Math- make up and solve word problems involving your

	<p>character.</p> <ul style="list-style-type: none"> • <i>Everyday Mathematics</i> Open Response Questions in End of Unit Assessments. • Social Studies Curriculum Unit 5- "Wants and Needs." Student will write a paragraph telling what their character wants, and another one telling what their character needs. • Nystrom Literacy Library- read aloud, <i>The Journey of Oliver K. Woodman</i>. Make or find a mini Oliver K. Woodman. Have students take turns bringing him home for the evening or weekend. Then have them write a brief letter, post card, or e-mail to the class describing his adventures. <p>Technology Integration</p> <ul style="list-style-type: none"> • Use the computer program "Storybook Weavers" or Word to "publish" your favorite story from this unit. • Share your final published piece using "Skype" with another class in another elementary school. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use media to convey information more richly and effectively than would be possible in a standard classroom discussion or demonstration. Share fictional stories in various media formats. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read fiction stories from around the world.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy</p>

Professional Resources:

- Teacher's College Writing Curricular Calendar, First Grade, 2011-2012* Unit 3
- Teacher's College Writing Curricular Calendar, First Grade, 2010-2011* Unit 3

Mentor Texts:

- Chicken Sunday*, P. Polacco
- Just Us Women*, J. Caines
- Night Shift Daddy*, E. Spinelli
- Snowy Day*, E.J. Keats
- Two of Them*, Alike
- When I Was Young in the Mountains*, C. Rylant

