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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 1 Launching the Writing Workshop |
| **Grade Level:**1 |
| **Duration:**Trimester 1 |
| **Description:**This unit builds upon the foundation of writing workshop. Students will learn the routines and procedures of writing workshop, as well as build a classroom community of writers. Writing with stamina and good writing habits are a critical foundation of becoming proficient, independent writers.  |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Routines and management
* Writing with independence
* Writing with stamina
* Writing with focus

**Grammar Skills:*** Capitalization
* End punctuation: *period, question mark, exclamation mark*
* Proper spacing
* Writing in complete sentences
* Strategies to spell words
* Writing high frequency words correctly
 | **Understandings:** * Writers will learn and follow the routines of Writing Workshop.
* Writers will become a community of writers.
* Writers will use materials independently.
* Writers use pictures and words to convey meaning to readers.
* Writers will write independently with increasing stamina.
* Writers have important stories, ideas, and messages to share with the world.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** 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.
* W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.1.1.A Print all upper- and lowercase letters.
* L.1.1.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.
* L.1.2.A Capitalize dates and names of people.
* L.1.2.B Use end punctuation for sentences.
* L.1.2.C Use commas in dates and to separate single words in a series.
* L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
* L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
* RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
* Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
* SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
* SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
* SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
* 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.
* SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* SL.1.6 Produce complete sentences when appropriate to task and situation.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
* 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

*Social Studies:** 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
* 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
* 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

*Career Readiness Practices:* * Act as a responsible and contributing community members and employee
* Model integrity, ethical leadership, and effective management
* Use technology to enhance productivity increase collaboration and communicate effectively

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Computing Systems*** 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**Computer Science: Interaction of Technology and Humans*** 8.2.2.ITH.3: Identify how technology impacts or improves life.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.2.TL.2: Create a document using a word processing application

**Life Literacies and Key Skills: Global and Cultural Awareness*** 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

**Life Literacies and Key Skills: Creativity and Innovation*** 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
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| **Essential Questions** |
| * How do writers work independently during writing workshop?
* How do writers write with stamina?
* How do writers find ideas to write about?
* How do writers plan before they write?
* How do writers write sentences using proper sentence structure?
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| **Learning Targets** |
| ***Students will …*** * know the expectations and routines of an independent writing workshop.
* get ideas to write about from their own lives.
* use writing materials independently.
* plan their writing through sketching before they write.
* write independently with increasing stamina.
* revise and edit their writing independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*****Suggested Mini Lessons:** * **What is Writing Workshop?**
	+ Writing is a time when we learn how to become a community of writers. It is a time when the teachers teach writing strategies and writers learn to write all by themselves.
* **Writers develop into classroom community of writers.**
	+ Identify and observe different kinds of writing in the classroom, school, and world.
* **Writers come to the carpet for mini-lessons, and then write at their seats during independent writing time.**
	+ Establish a routine for easy transition to the carpet for mini lessons, and then to their seats for writing time.
* **Writers learn the procedures during a mini-lesson.**
	+ Discuss the difference between teacher teaching time and student talk time (students listen while teachers teach).
* **Writers think about the different jobs of the teacher and students during writing workshop.**
	+ Explain how the job of the students is to listen and learn during the mini-lesson and the teacher’s job is to teach. During writing time, the student’s job is to write, and the teacher’s job is to work with students.
* **Writers think about what writing workshop looks like and sounds like.**
	+ Discuss what writing workshop looks and sounds like (students getting writing materials and write independently, quietly sounding out words as they write).
* **Writers talk with writing partners about their writing.**
	+ Model with a partnership how writers turn and talk by sitting knee to knee, making eye contact, and taking turns talking and sharing their writing.
* **Writers choose paper for their writing.**
	+ Explain paper options with varying sizes of sketch boxes and amount of lines to write.
* **Writers’ lives are full of stories to tell.** (Small Moments, pg. 2)
	+ Model using events from their lives - things that have already happened to them to generate ideas about small moment stories. Brainstorm a list of class experiences to write about.
* **Writers use their sketches to write stories.** (Small Moments*,* pg. 5)
	+ Model how writers sketch before they write.
* **Writers use a writing folder to hold their writing.**
	+ Demonstrate how to utilize the folder pockets (red side: finished work, green: work in progress) and put away their writing independently.
* **Writers work by themselves and get their materials independently and put them away.**
	+ Model how writers get their writing materials (writing folders, pencils, and paper choices) independently.
* **Writers plan for writing. (**Small Moments, pg. 13)
	+ Model the process of writing a story: *touch and tell, sketch,* and *write*. Explain the difference between a sketch and a picture.
* **Writers create personal narrative writing folders.** (Small Moments*,* pg. 20)
	+ Show how students create a pocket folder or paper with photographs, magazine clippings, or drawings that remind them of moments in their lives (map of their heart).
* **Writers build stamina during writing workshop.**
	+ Demonstrate how writers begin a new piece of writing, or finish a writing piece they have already started in their writing folder when they are done.
* **Writers write words by stretching words to spell them.** (Small Moments*,* pg. 30)
	+ Demonstrate how to tap / stretch out words to spell.
* **Writers use a word wall to help them write words.** (Small Moments*,* pg. 37)
	+ Model how to locate words on the word wall and use it as a reference to spell high frequency words (writers do not sound out high frequency words.
* **Writers leave spaces between words and begin sentences with a capital letter.**
	+ Demonstrate how writers write in complete sentences, leaving spaces between words and starting with a capital letter.
* **Writers choose their favorite writing piece to publish.**
	+ Model how writers reread all their writing in their writing folders and choose their favorite to publish.
* **Writer revise their writing by rereading their writing.**
	+ Demonstrate how writer reread their writing to see if it makes sense.
* **Writers edit by checking for capital letters and end punctuation.**
	+ Model how writers edit by making sure their sentences begin with a capital letter and end with a period.
* **Writers publish and celebrate their writing.**
	+ Students color their sketches with crayons or colored pencils and share their writing with writing partners to celebrate all of their hard work.

***Strategies for Differentiated Instruction to Support Education:*****English Language Learners (ELL)*** Add pictures to class charts to help students with meaning.
* Pre-teach any new vocabulary.
* Conduct small groups to help students sketch their ideas.

**Special education:*** Provide an alphabet chart in writing folders to help students with letters and sounds.
* Create class charts with picture support to remind students what to do during writing workshop to increase independence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.

**At-Risk:*** Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons.
* Provide an alphabet chart in writing folders to help students with letters and sounds.
* Create class charts with picture support to remind students what to do during writing workshop to increase independence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.

**Gifted and Talented (G & T):*** Provide students with more sophisticated paper choices with a smaller sketch box and additional lines to write.
* Teach students how to not just label, but to also write with more sentences.
* Encourage students to publish more than one writing piece.
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| **Materials** |
| **Materials:** * Small Moments: Unit 1 Narrative
* Writing paper choices
* Writing Folders
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Fundations sentence frames

  **Suggested** **Mentor Texts:**  * Idea Jar by Adam Lehrhaupt
* Amy the Red Panda is Writing the Best Story in the World by Colleen AF Venable
* *All Are Welcome* byAlexandra Penfold (Diversity)
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| **Assessments** |
| Formative:* Skills checklists
* Rubrics
* Teacher observations
* Conferring Notes
* Read Works Open-ended questions
* Journal assignments

Summative:* Student Writing Folders
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners** * + Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Pre-teach vocabulary
	+ Sentence frames
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Modeling
* Flexible/preferential seating
* Sentence frames
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Paper choice
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |