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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 4 Realistic Fiction | | | | |
| **Grade Level:**1 | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  This unit introduces students to realistic fiction writing. Students will be immersed in realistic fiction stories and will write realistic fiction stories independently during writing workshop. Writers will learn strategies to write about characters with troubles to make their stories believable, as well as be taught to write in a storyteller’s voice. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Writing with a focus (trouble) * Organization (writing with a beginning, middle, and end). * Elaboration * Writing stories in the third person   **Grammar Skills:**   * End punctuation * Capitalization * Spelling * Finger spacing * Word wall * Adjectives * Third person pronouns | | | **Understandings:**   * Realistic fiction stories have main characters and problems or troubles. * Realistic fiction stories need to be believable. * Realistic fiction stories can be told in third person or storyteller’s voice. * Realistic fiction stories have a beginning, middle, and end. * Realistic fiction stories have believable characters, settings, a problem and a solution. * Writers revise and edit their realistic fiction stories independently. | |
| **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.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. * 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 * L.1.1.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). * RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). * SL.1.1.A 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:*   * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. **(**Diversity**)** * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders   *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 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **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: Critical Thinking and Problem Solving**   * 9.4.2.CT.3: Use a variety of types of thinking to solve problems   **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. | | |
| **Essential Questions** | | | | |
| * What is realistic fiction? * How do writers create believable characters? * How do writers plan their stories with a problem or a trouble? * How do writers plan and write realistic fiction stories with a beginning, middle, and an end? * How do writers revise and edit realistic fiction stories independently? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Read like writers and notice the characteristics of realistic fiction. * Write independently with stamina and volume. * Use third person or a storyteller’s voice to write realistic fiction stories. * Create realistic fiction stories with characters and troubles. * Organize their writing with a beginning, middle, and an end. * Elaborate their writing by revising and editing. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers immerse themselves in realistic fiction stories.**    + Conduct a class inquiry and discuss what a realistic fiction story is (made-up story that could really happen). * **Writers imagine a *pretend* character.** (From Scenes to Series, pg. 2)   **-** Model how writers create a pretend character, like a new first grade friend.   * **Writers create small moment adventures for their pretend character.** **(**From Scenes to Series, pg. 4).   - Demonstrate how writers write small moment stories about their characters and the troubles they can get into.   * **Writers create possible troubles for their believable, fiction characters.** (From Scenes to Series, pg. 6)   + Create possible troubles for your new characters. * **Writers think of a character, the trouble, and touch and tell – sketching across pages.** (From Scenes to Series, pg. 6)   + Demonstrate how writers plan their story, sketching before writing. * **Writers rehearse by telling their story to a partner. (**From Scenes to Series, pg. 6).   + Model how to practice telling realistic fiction stories to a partner, telling across your fingers. * **Writers start another book when they are finished with one book. (**From Scenes to Series, pg. 14)   + Demonstrate how writers increase realistic fiction stamina by producing additional stories about their characters. * **Writers create familiar settings for realistic fiction stories.**  (Scenes to Series, pg. 19)   + Develop familiar settings by remembering details. * **Writers learn to get their characters out of trouble. (**From Scenes to Series, pg. 21)   + Model how writers invent satisfying and believable endings for their readers, by telling what happens to characters at the end of their story. * **Writers bring their stories to life. (**From Scenes to Series, pg. 23)   + Demonstrate how make your characters move, feel, think, and speak. * **Writers think about beginnings**. **(**From Scenes to Series, pg. 29)   + Model how writers start a story with action, dialogue, or feeling. * **Writers think about spelling strategies as they write**. **(**From Scenes to Series, pg. 30)   + Create a class chart reminding students of previously taught spelling strategies. * **Writers select their favorite realistic fiction story to revise and edit.**   **-** Demonstrate how writers reread their realistic fiction stories and choose their favorite to publish.   * **Writers revise by using a checklist to set goals. (**From Scenes to Series, pg. 38)   **-** Model how writers reread their writing, checking to see what they need to add more of.   * **Writers edit by checking for capital letters and end punctuation.**   **-** Demonstrate how to reread, looking for capital letters and end punctuation.   * **Writers edit by checking for spelling.**   **-** Model how writers edit spelling by using a variety of strategies.   * **Writers publish and celebrate their best work! (**From Scenes to Series, pg. 45)   + Celebrate revisions by sharing the ‘mic’- discuss writing successes with the class.   **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * Create anchor charts with picture support. * Provide prompts to assist students’ in beginning a realistic fiction story. * Offer vocabulary support with picture cards.   **Special Education:**   * Partner with an on-level student to model realistic fiction story writing. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories.   **At-risk:**   * Work with a partner to create a realistic fiction story writing. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories independently.   **Gifted and Talented (G & T):**   * Create a realistic fiction series based on one character. * Develop a story with multiple characters. * Include advanced dialogue between characters in realistic fiction story. | | | | |
| **Materials** | | | | |
| **Materials:**   * From Scenes to Series * Writing Folders * Chart paper * Markers * Writing tools * Anchor charts * Multiple choices of writing paper * Word Wall * Mentor Texts * Construction paper * Flexible seating options * Smart Board activities   **Suggested** **Mentor Texts:**   * Henry and Mudge and the Happy Cat by Cynthia Rylant * Our Class is a Family by Shannon Olsen (Diversity) * What is Climate Change? by Gail Herman (Climate Change) * Just Us Women by Jeanette Caines (Amistad) * I Am Anne Frank by Brad Meltzer (Holocaust) * Grandfather’s Journey by Allen Say (Asian American/ Pacific Islanders) | | | | |
| **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 | | | | |
| **Modifications** | | | | |
| **English Language Learners (Create statements from bullets)**   * + Create charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think 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   + Paper choice | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Extended time * Highlighter * Small group work (strategy lessons based upon skill/need) * Modeling * Flexible/preferential seating * 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 * 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 * Above grade level texts * Extended writing time * Paper choice |
| **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 | | | | |