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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 6: All About Books / Information Writing |
| **Grade Level:**1 |
| **Duration:**Trimester 3 |
| **Description:**This unit immerses students in information writing. During writing workshop, students will independently write all about books on a topic of personal expertise. Strategies to plan informational writing, as well as writing with elaboration, will be emphasized. Students will revise and edit independently, as well as share their all about books to teach others. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Writing with stamina and independence
* Writing to inform
* Writing with a sense of audience
* Writing with a purpose
* Organization
* Elaboration

**Grammar Skills:*** Capital and lowercase letters
* Capitalization
* Punctuation
* Spelling
* Word Wall
 | **Understandings:** * Read like writers and notice the characteristics of all about books.
* Writers will write all about books to teach others.
* Writers write about personal topics of expertise.
* Writers plan and write all about books incorporating nonfiction text features.
* Writers plan all books with focus, organization, and elaboration in mind.
* Writers revise and edit independently.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** 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.1.7 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.
* 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).
* 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*).
* 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.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
* 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
* 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
* 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event
* 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

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**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. * 9.4.2.TL.5: Describe the difference between real and virtual experiences

**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.
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| **Essential Questions** |
| * What is an all about book?
* How do writers write to teach others?
* How do writers find personal informational topics to write about?
* How do writers plan all about books?
* How do writers write informational writing with elaboration?
* How do writers revise and edit independently?
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| **Student Learning Objectives** |
| ***Students will …*** * Read like writers and notice the characteristics of all about books.
* Write all about books to teach others.
* Choose and write about personal topics of expertise.
* Plan and write all about books incorporating nonfiction text features.
* Organize all books with focus, organization, and elaboration in mind.
* Revise and edit independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers identify the characteristics of books that teach about something.**
	+ Immerse students in information books and conduct a class inquiry about how they work.
* **Writers think about topics they are experts about.** (Nonfiction Chapter Books, pg. 2)
	+ Brainstorm topics they can teach others about (model with school topics).
* **Writers tell information across their fingers.** (Nonfiction Chapter Books, pg. 2)
	+ Demonstrate how writers think of a topic and say what they know about the topic across their fingers with a teaching voice.
* **Writers sketch across pages to relay information.** (Nonfiction Chapter Books, pg. 12)
	+ Model how wrier tell information across their fingers, sketch teaching pictures, then write.
* **Writers keep readers in mind and answer questions their readers might have.** (Nonfiction Chapter Books, pg. 21)
	+ Demonstrate how to consider who the audience is (child, adult, friend, etc.) and think about what questions they might have to generate topic ideas for writing.
* **Writers elaborate more by adding twin sentences.** (Nonfiction Chapter Books, pg. 26)
	+ Model how writers provide more information by saying more about a topic (adding another explaining sentence instead of just writing one.
* **Writers teach with pictures and with words.** (Nonfiction Chapter Books, pg. 29)
	+ Model how pictures teach readers in information books.
* **Writers think about domain specific words as they write.** (Nonfiction Chapter Books, pg. 37)
	+ Demonstrate how writers use precise words to teach and use a variety of spelling strategies to spell them.
* **Writers think about vowels when they spell words.** (Nonfiction Chapter Books, pg. 43)
	+ Model how writers think about vowels and the middle of words as they spell unknown words.
* **Writing partners work together to add and subtract from their writing.** (Nonfiction Chapter Books, pg. 46)
	+ Demonstrate how writing partners reread to see if it makes sense because by looking for missing words and information and finding parts that don’t belong.
* **Writers select their favorite All About books to revise and edit.** (Nonfiction Chapter Books, pg. 60)
	+ Model how writers reread to find their favorite to publish.
* **Writers revise by adding details.** (Nonfiction Chapter Books, pg. 60).
	+ Demonstrate how writers add details to their pictures and words.
* **Writers edit by checking capital letters and end punctuation.** (Nonfiction Chapter Books, pg. 60).
	+ Model how to edit for capital letters and end punctuation.
* **Writers edit by checking spelling.** (Nonfiction Chapter Books, pg. 61).
	+ Demonstrate how writers use a variety of spelling strategies.
* **Writers celebrate their writing by sharing their all about books and teach others.** (Nonfiction Chapter Books, pg. 62)
	+ Celebrate their published book and display it in the classroom library.

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Use graphic organizers to organize thoughts.
* Use pictures to help relay information.
* Provide pictures to support interests and facts.

**Special education:*** Modify writing assignments to meet the needs of the student.
* Smaller group instruction to assist in editing work.
* Review previously learned skills to ensure it is incorporated in writing.
* Allow choice when deciding on a writing topic.

**At Risk:*** Provide extra writing time through small group instruction and tutoring.
* Modify writing assignments to meet the needs of the student.
* Small group instruction to assist in editing work.
* Review previously learned skills to ensure it is incorporated in writing.
* Allow students to pick a topic of interest.

**Gifted and Talented (G & T):*** Focus on improving nonfiction “All About Books” by adding details.
* Teach above-level writing and language standards
* Provide opportunities for advanced collaborative work.
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| **Materials** |
| **Materials:** * Nonfiction Chapter Books
* 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:** * Sharks by Anne Schreiber
* 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)
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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 (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
* Partner writing
* 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
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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  |