

Concept-Based Curriculum Unit

Unit Title:	Me and My Family: Stories to Learn About Each Other	Subject:	Literacy
Conceptual Lens:	Storytelling/ Reader Engagement	Teacher(s):	Ashley Hill
Grade Level:	1	Duration:	5-6 Weeks

Unit overview:

Families are special. Each of our families is different. We do different activities with our families, engage in special traditions, celebrate holidays, and have memorable experiences together. We love to tell others about our families and what makes them so special. How can we do this as writers? How do authors share stories that make their readers feel like they were there and experienced what happened? In this unit, we are going to explore how to write personal stories that your readers connect to. Each week you will be writing a story to add to your writing collection. We are going to share stories that make us laugh, cry, scare us but in the end bring us closer together by learning about each other and our beautiful families.

Notes for teachers:

This unit does not address foundational reading skills specific to phonics and phonemic awareness. A systematic analytic phonics program will run parallel to this unit. Phonemic awareness will be addressed daily through activities such as listening games, chants, morning messages, to name a few ideas. Each child should engage in daily independent reading and receive personalized coaching through a reading conference at a minimum of once every two weeks to address their individual needs. Students working below grade level should be conferenced with more frequently to accelerate growth.

Unit Web

Understanding Text

- Story Elements
- Author's Purpose
- Word choice
- Narrative elements
- Visualization
- Event
- Organization
- Chronological Sequence

Responding to Text

- Point of View
- Connections
- Reflection
- Reader response
- Reader engagement
- Appropriate feedback
- Active listening
- Emotional response

Unit Title:

Me and My Family: Stories to Learn About Each Other

Conceptual Lens:

Storytelling/Reader Engagement

Producing Text

- Word choice
- Details/Elaboration
- Sentence structure
- Transitional words and phrases
- Writing conventions
- Storyteller
- Grammar
- Writing process
- Publication
- Organization
- Personal Narrative

Critiquing Text

- Effectiveness of word choice
- Clarity
- Reader enjoyment
- Description
- Style
- Author's craft
- Interpretation

Generalizations and Guiding Questions

Generalizations	Guiding Questions Z=Concept Formation, F=Factual, C=Conceptual, D=Debatable
U1. Sharing personal stories with detailed descriptions helps the audience feel the emotions of the story teller.	1a. What is a personal story? What is a family story? (Z) 1b. Why do people share personal stories? (C) 1c. Do you feel interested in this story and what does the author do to help you stay interested? (F) 1d. What parts of the story made you feel happy or sad (or other emotions)? Why? (F) 1e. What words does the author use to help you feel what is happening in the story? (F) 1f. How do storytellers help their audience feel emotions? (C)
U2. Readers identify the point of view in stories to better understand events and experiences.	2a. What is 'point of view'? (Z) 2b. What are the different points of view a story can be written through? (F) 2c. Who is telling this story and what is their point of view? (F) 2d. How does identifying their point of view help you understand XXX? (F) 2e. How would the story be different if it was told from another point of view? (F) 2f. Why do authors choose to tell stories from different points of view? (C) 2g. How does identifying a point of view help readers? (C) 2h. Can people experience the same event but have a different interpretation? (D)
U3. Authors properly sequence events to enable readers to make sense of a story.	3a. What does sequence of events mean? (Z) 3b. What words or phrases does the author use to sequence the story or event? (F) 3c. Does this story makes sense? Why or why not? If not, what was confusing about it? (F) 3d. What happens to a story if an author leaves out an event? (C) 3e. Are all details important in the development of the story? (D) 3f. Why do authors carefully sequence stories? (C) 3g. How does an author know which details/events to include and which ones to leave out? (C)
U4. Following a writing process helps authors strengthen the quality of their writing.	4a. What are the steps in the writing process? (F) 4b. Why are the steps in the writing process used in this order? (F) 4c. What did you focus on to improve your writing? (F) 4d. Why is it important to plan out writing? (C) 4e. How does revising and editing a rough draft help strengthen a piece of writing? (C) 4f. Why is it valuable to have peers review writing before publishing? (C) 4g. Why do writers use a formal writing process? (C)
U5. Writers use specific words, details, and organization to create an enjoyable story for their readers.	5a. What do you notice about how ___(author) described the people, places, and events in the story? (F) 5b. What made this story enjoyable? What could the author include to make the story more enjoyable? (F) 5c. How do an author's word choices and details help readers visualize what is happening? (C) 5d. How do writers create an enjoyable story for their readers? (C) 5e. Do you feel the author left out details that would have improved the overall story? (D)

Knowledge and Skills

Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
Understanding Text	Understanding Text
<p>K1: Story Elements (characters, setting, problem, and solution)</p> <p>K2: Comprehension strategies</p> <p>K3: Definition of point of view</p> <p>K4: Organization and sequence of narrative writing</p>	<p>S1: CCSS.ELA-LITERACY.RL.1.3: Describe characters, settings, and major events in a story, using key details.</p> <p>S2: CCSS.ELA-LITERACY.RF.1.1: Demonstrate understanding of the organization and basic features of print.</p> <p>S3: CCSS.ELA-LITERACY.RF.1.4.A: Read grade-level text with purpose and understanding.</p> <p>S4: CCSS.ELA-LITERACY.RL.1.6: Identify who is telling the story at various points in a text.</p>
Responding to Text	Responding to Text
<p>K5: Retelling strategies and techniques</p> <p>K6: Appropriate feedback</p> <p>K7: Active listening strategies</p>	<p>S6: CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>S7: CCSS.ELA-LITERACY.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).</p> <p>S8: CCSS.ELA-LITERACY.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>
Critiquing Text	Critiquing Text
<p>K8: Elements of personal narratives</p> <p>K9: Effectiveness of word choice</p> <p>K10: Clarity in personal narratives</p>	<p>S9: CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
Producing Text	Producing Text
<p>K11: Stages of a writing process</p> <p>K12: Writing conventions, grammar, and sentence structure</p> <p>K13: Examples of details, elaboration, and word choice in narrative writing</p> <p>K14: Elements of narrative writing</p>	<p>S10: CCSS.ELA-LITERACY.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>S11: CCSS.ELA-LITERACY.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>S12: CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>S13: CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>S14: CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>S15: CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Assessment

How will we know students have achieved the learning goals?

	Summative Assessment Task(s)	UKS Assessed
Assessment Type and Task:	<p>What: Students will investigate the art of crafting a collection of narrative pieces.</p> <p>Why: In order to understand that... Writers use specific words, details, and organization to create an enjoyable story for their readers. Following a formal writing process can help authors strengthen the quality of their writing.</p> <p>How: Throughout the unit, we explored many different narrative writings and how authors use them to share stories, connect with their readers, and teach us about who they are. You have written lots of personal stories about yourself and your family. Your assignment is to take all that you have learned about narrative writing and create a collection of your own personal stories to share with your classmates and family at our learning celebration. At the learning celebration, you will have the opportunity to read your collection aloud.</p> <p>Step 1: Think about who your audience is, what stories would be most engaging and interesting for them to read?</p> <p>Step 2: Think about who you are and what makes your family special. Which writing pieces will help your audience connect with you and learn more about who you are?</p> <p>Step 3: Choose 4 pieces that you want to showcase in your collection.</p> <p>Step 4: Review these pieces of writing. Revise and edit your writing by adding more detail, correcting spelling, punctuation, or grammar mistakes. Use the rubric to ensure you have everything you need in your writing.</p> <p>Step 5: Publish these pieces in your book template. Use your best handwriting. Bring in a picture from home or create an image that enhances your story.</p> <p>Step 6: Create a cover that goes with your collection that includes a title, illustration, and the author.</p> <p>Step 7: In your online portfolio, create a video of you reading your collection. This will help prepare you for our learning celebration.</p> <p>Step 8: Meet with your teacher to turn in your graphic organizers used in the planning stage, all your rough drafts, and your final book.</p> <p>Be prepared to answer the questions:</p> <ul style="list-style-type: none"> • Why did you choose the 4-5 pieces of writings for your collection? • Why do you think your audience will be interested and enjoy these pieces? You will share some of the techniques you used as a writer and explain why you think those choices will help create an enjoyable experience for your readers. How do writers create an enjoyable experience for their readers? • How did the writing process (peer review, revising, and editing) help improve your stories? Why do writers follow a formal writing process? 	
Assessment Tool (rubric, checklist, etc.)	4-point scoring guide	

Scoring Guide: Scored for Each Writing Piece		#1	#2	#3	#4
4	Meets and exceeds standard criteria plus... Examples: Recounts more than two events, writes from a different point of view				
3	Understanding: Able to accurately articulate why they selected the writing pieces included in their collection and how the writing process helped increase the quality of their writing and how writers publish interesting and enjoyable pieces for their readers.				
	Content: Writing communicates a personal story about the writer and their family				
	Process:				
	All steps of the writing process were followed/used				
	Provides details and elaboration				
	Recounts two events				
	Events are correctly sequenced				
	Closure is provided at the end of each writing				
	Demonstrates command of grade-level grammar and conventions				
	Illustration or images enhance the writing				
2	Meets 4/8 of the criteria in the standard for each writing piece.				
1	Non-scorable or does not yet approach standard				

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	Pre-Assessment Task(s)	UKS Assessed
Assessment Type and Task:	<p>What do students already know about personal/family stories?</p> <p>Use personal stories to optimize relevance, value, and authenticity, Ask students to share a personal/family story with another student.</p> <p>Support comprehension by activating background knowledge about personal/family stories</p> <p>Prior to reading <i>A Chair for My Mother</i>, have students draw a picture of a time they gave someone they cared about a special gift.</p>	<p>U1. Sharing personal stories with detailed descriptions helps the audience feel the emotions of the story teller.</p> <p>U3. Authors properly sequence events to enable readers to make sense of a story.</p>
Assessment Tool (rubric, checklist, etc.)	<p>Use a checklist and anecdotal notes to note students background knowledge and what they share, their ability to sequence personal stories and their ability to use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>S6:CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.</p>

Learning Experiences

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Inquiry Phase	UKS Focus	Learning Experiences	Planning for Learner Variability/ Assessments
   	<p>U1: Sharing personal stories with detailed descriptions helps the audience feel the emotions of the story teller.</p> <p>K1: Story Elements (characters, setting, problem, and solution) K2: Comprehension strategies</p> <p>S3: Read grade-level text with purpose and understanding.</p> <p>S6: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Exploring Detailed Descriptions</p> <p>Interactive read-aloud: Display books sharing family stories around the room. During an interactive read-aloud, use the book, <i>A Chair for My Mother</i> by Vera B. Williams, pose the questions: 1a. What is a personal/family story? 1b. Why do we share personal stories? Students can explore the other stories around the room, if needed. Capture students' responses on a class anchor chart and update the anchor charts throughout the unit.</p> <p>Sharing Personal/Family Stories Students will work with their families or at school with a teacher to write a personal/family story by dictating the story to the adult. The teacher will then read these at the class morning meetings throughout the unit to engage students and create connections between the students.</p> <p>Daily Interactive Read Alouds, Independent Reading, and Reading Conferences Use guiding questions to structure and guide the read-alouds and create goals for students during their silent reading time. Record responses on a Cross-Comparison Chart p.174.</p> <p>1c. Do you feel interested in the story and what does the author do to help you stay interested? 1d. What parts of the story made you feel happy or sad (or other emotions)? Why?, and 1e. What words does the author use to help you feel what is happening in the story?</p>	<p>Pre-assessment: What do students already know about personal/family stories?</p> <p>Use personal stories to optimize relevance, value, and authenticity, Ask students to share a personal/family story with another student. Use a checklist to note students background knowledge and what they share.</p> <p>Support comprehension by activating background knowledge about personal/family stories</p> <p>Prior to reading <i>A Chair for My Mother</i>, have students draw a picture of a time they gave someone they cared about a special gift.</p> <p>Vary methods of response and use multiple tools for composition. Students may draw story prior to dictating to support language needs</p> <p>Provide auditory and visual support through read aloud and displaying text</p>

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<p>S8: 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> <div>  <p>Investigate</p> </div> <div>  <p>Focus</p> </div>	<p>S8: 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>As students investigate other mentor texts, encourage them to pay attention to :</p> <ul style="list-style-type: none"> • What the character is feeling (record in blue), • How the story made them feel when they were reading (record in red) • What words helped to create those emotions (record in Green) • Organize responses using a wall display with book covers and photos of the students and colour coded responses. <p>Revisit the ideas revealed through the daily Interactive Read Alouds. Pose guiding question: <i>1f. How do storytellers help their audience feel emotions?</i> and allow students to discuss through a Turn and Talk. This question will be revisited again prior to students generalizing.</p> <p>During daily morning meetings, encourage students to share stories with detailed descriptions so their classmates can feel what they are sharing and reflect on the experience together.</p> <p>Potential Read Aloud Texts: <i>Applesauce Day</i> by Lisa J. Amstutz <i>The Relatives Came</i> by Cynthia Rylant <i>New Shoes</i> by Chris Raschka <i>Summer Supper</i> by Ruben Pfeffer <i>Enemy Pie</i> by Derek Munson <i>Mango, Abuela, and Me</i> by Meg Medina and Angela Dominguez <i>My Dog Mouse</i> by Eva Lindstrom <i>Evelyn Del Rey Is Moving Away</i> by Meg Medina</p> <p>Spectrum Sort Using the read-aloud texts students will rank the books by which ones used the most details to help them feel the emotions of the storyteller. The teacher will provide students with pictures of the book covers to glue along the spectrum. They will use the scale “least detail to most detail” After students have finished their sort, they will discuss the differences between the most/least detailed descriptions in the books and why they sorted the texts the way they did.</p>	<p>Formative Assessment: Monitor student progress through student responses during whole class instruction, and provide individual check-ins during reading conferences.</p> <p>Promote understanding across languages by allowing students to translanguage as needed</p> <p>Formative Assessment: Observe student conversations</p> <p>Select read aloud texts based on relevance to students and representation of students.</p> <p>Foster collaboration and community through challenging cognitive tasks that require collaboration</p> <p>Formative Assessment: Review student sorts and listen to student explanations. Students can present final sort to the class or to the teacher while sharing their thinking.</p>






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  	<p>S1: Describe characters, settings, and major events in a story, using key details.</p> <p>U1: Sharing personal stories with detailed descriptions helps the audience feel the emotions of the story teller.</p>	<p>Review: Comprehending Stories Through Story Elements Invite students to share the elements of stories. This is not students' first exposure to story elements. During interactive read alouds, using questioning strategies and mentor texts to revisit characters, setting and problem/solution. Ask students to try to access prior knowledge and define each element, but provide scaffolding so that the co-created definition is accurate.</p> <p>Add the story element, definition, examples and pictures on a class anchor chart. Use Cross-Comparison Chart (p.174.) to capture details/story elements from read-aloud texts. Students can use the same Cross-Comparison Chart to reflect on during their independent reading time and reading conferences. This can be a quick revisit of story elements if students are demonstrating a strong understanding. Potential Mentor Text: <i>Jabari Jumps</i> by Gaia Cornwall.</p> <p>Connect 4 Placemat -(p. 218) Revisit guiding question: 1f. How do storytellers help their audience feel emotions? Choose four read-aloud texts the class has engaged in as case studies that can serve as strong examples. Create a Connect 4 (p.218) placemat with each text and students will circle if the text helped them feel emotions or not and how the author's descriptions encouraged them to feel this way.</p> <p>Invite Students to Generalize (U1): If needed, provide students with scaffolding through a Sentence Frame (p.222): Sharing personal stories with...</p> <p><i>U1: Sharing personal stories with detailed descriptions helps the audience feel the emotions of the story teller.</i></p>	<p>Facilitate managing new information and prior knowledge through the use of a Cross-Comparison Chart.</p> <p>Formative Assessment: Observe students during Interactive Read Aloud, Focus on understanding of story elements, Address individual needs during reading conferences.</p> <p>Maximize generalization and transfer by scaffolding the process of generalization with a graphic organizer.</p> <p>Promote understanding across languages through sentence frames in the language of instruction and students' home language.</p>

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	<p>S12: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Narrative Story Collection Students will use their knowledge of personal stories, details, and story elements to begin creating a collection of narrative writing pieces about their life and family. Focus on what stories they want to tell and why those stories are important for them to tell. Encourage students to identify stories in which they experienced a strong emotion such as being happy or sad. This will support students as they use detailed descriptions in their own writing to help the audience feel the emotions of their story. Record student ideas on an anchor chart. Students will brainstorm on their own some potential stories to share in their writing collection. Students will choose one story idea and create a first draft.</p>	<p>Optimize individual choice and autonomy by inviting students to self-select stories.</p> <p>Summative Assessment: Review student generalizations (U1) and their ability to transfer the idea to their own writing process. Be looking for their use of detailed descriptions to help the audience feel emotions.</p> <p>During a writing conference, offer mastery oriented feedback targeted to students' individual strengths and areas for growth. Invite students to reflect on their writing process and use of detailed descriptions.</p>
 	<p>U2: Readers identify the point of view in stories to better understand events and experiences.</p> <p>K3: Definition of point of view</p> <p>S3: Read grade-level text with purpose and understanding.</p>	<p>Exploring Point of View</p> <p>Read aloud a story that visually highlights different points of view. Potential Mentor Text: <i>They All Saw a Cat</i> by Brendan Wenzel. Engage student thinking about how the different characters see the cat as a way to prepare them to further investigate the concept of point of view.</p> <p>Pose guiding question 2a. What is 'point of view'?</p> <p>Students will listen to the book <i>Snow Sister!</i> By Teagan White.</p> <p>Students will then use Think Square- Discussion Protocol (p.92) to share their thinking about the two different points of view shown in the story. They will examine and explain the differences, similarities, and wonderings.</p>	<p>Activate or supply background knowledge about point of view.</p> <p>Formative Assessment: What do students already know about point of view?</p> <p>Clarify vocabulary and provide sentence frames to support and promote oral language development, Reinforce new language through anchor charts and visual references.</p>







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   	<p>S4: Identity who is telling the story at various points in a text.</p> <p>S4: Identity who is telling the story at various points in a text.</p> <p>S8: 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>The teacher will then introduce point of view by creating an anchor chart about point of view, who is telling the story with keywords that help determine the point of view, and a read-aloud book for each type as they read them throughout the unit.</p> <p>During read-alouds, pose guiding questions 2b. What are the different points of view a story can be written through? 2c. Who is telling this story and what do you understand from their point of view? Organize ideas using a Cross Comparison Chart during read-alouds, invite students to reflect on the importance of identifying the point of view for readers.</p> <p>Potential Read Aloud Mentor Texts for Points of View: <u>First Person</u> Key Words: I, me, my, us, ours, we Read Aloud: <i>The Camping Trip</i> by Jennifer K. Mann</p> <p><u>Second Person</u> Key Words: You, your, yours Read Aloud: <i>Bubbles...Up</i> by Jacqueline Davies</p> <p><u>Third Person:</u> Key Words: He, she, they, them, him, her, their Read Aloud: <i>Milo Imagines the World</i> by Matt de la Pena</p> <p>Point of View Scavenger Hunt Using Case Study Texts Students will work in small groups or independently with a collection of books told from various points of view. Students will investigate guiding questions: 2c. Who is telling this story and what is their point of view? 2d. How does identifying their point of view help you understand XXX?</p> <p>They will have access to QR codes and audiobooks to help with their investigation. They will complete a chart that lists the three types of points of view and will find one book that fits under each type and record their responses.</p>	<p>Formative Assessment: Observe student participation during Interactive Read Alouds, Pay attention to understanding of point of view, Address individual needs during reading conferences.</p> <p>Provide additional examples to emphasize critical features</p> <p>Clarify vocabulary and offer visual representations</p> <p>Support students in goal setting and management of resources throughout task, model behavior or provide a simple personal checklist</p> <p>Illustrate through multiple medias by including QR codes to stories being read aloud and audio books.</p>






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  	<p>U2: Readers identify the point of view in stories to better understand events and experiences.</p>	<p>Potential Read Aloud Mentor Texts: <i>The Teddy Bear</i> by David McPhail <i>How to Babysit a Grandpa</i> by Jean Reagan <i>Speak Up Molly Lou Melon</i> by Patty Lovell</p> <p>Investigate a New Case Study Using the book <i>Voices in the Park</i> by Anthony Brown the class will create a cross-comparison chart to show how each of the voices in the story had a different point of view of the same event and how the different points of view changed the outcome of the story.</p> <p>Students will reflect on a time that they had a different point of view than someone else. Throughout the lesson, students will discuss guiding questions: 2e. How would the story be different if it was told from another point of view? 2f. Why do authors choose to tell stories from different points of view? 2h. Can people experience the same event but have a different interpretation?</p> <p>Socio-dramatic Play With the use of puppets, hats, dress-up clothes, and/or props the students will act out one of the texts read throughout the unit.</p> <p>When they are finished with their dramatic play they will work in a group to decide why the author chose to write the story they acted out from the point of view it was told in. The puppet theater will remain a learning station for the duration of the unit. The impact of different points of view will not be mastered in one play session. This idea will spiral throughout the unit.</p>	<p>Vary demands and resources to optimize challenge by differentiating text complexity and reading levels as needed</p> <p>Formative Assessment: Invite students to self reflect on their contribution to the group scavenger hunt, Review completed charts for accuracy of ideas</p> <p>Optimize relevance and authenticity by connecting the concept of point of view to students own lives</p> <p>Vary methods for response and expression through kinesthetic play based opportunities</p> <p>Allow students to take on different roles and responsibilities during dramatic play to increase on-task oriented behaviors, Invite students to pause and reflect on personal behaviors, if needed</p>






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 Generalize		<p>Invite Students to Generalize (U2): Record Ideas Strategy to Generalize: Conceptual Question (p.214) <i>Exit ticket- 2g. How does identifying a point of view help readers?</i> Example of Exit Ticket: Students will circle their understandings Identifying point of view helps me as a reader understand... The Setting The Characters The Problem The solution To support students' generalizations, revisit their responses to questions 2a-2e revisiting the organizers use to record thinking.</p> <p>Writing from Different Points of View Explore guiding question: <i>2h. Can people experience the same event but have a different interpretation?</i> Students will select one of the narrative pieces they have written and write the same story but from someone else's point of view in the story.</p> <p>Students will share stories and reflect on question 2g. Revisit student generalizations and invite students to consider how identifying different points of views can help readers.</p>	<p>Provide alternative ways for students to communicate generalizations, including verbal responses or one-on-one conversation during a reading conference, Allow students to translanguage as needed</p> <p>Summative Assessment: Review student generalizations (U2)and their ability to transfer the idea to their own writing process. Look for their use of point of view to tell the story from a different perspective.</p> <p>Use multiple tools for communication by allowing students to record a video of themselves telling the story from another point of view.</p> <p>During a writing conference, offer mastery oriented feedback targeted to students' individual strengths and areas for growth, Invite students to reflect on their writing process and application of point of view</p>
 Transfer			
 Reflect			






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 Focus	<p>U3: Authors properly sequence events to enable readers to make sense of a story.</p> <p>K7: Active listening strategies</p> <p>S2: Demonstrate understanding of the organization and basic features of print.</p> <p>S3: Read grade-level text with purpose and understanding.</p> <p>K5: Retelling strategies and techniques</p>	<p>Exploring Sequence of Events Activate Prior Knowledge: Jumbled Routines Provide a small collection of daily routines cut into individual steps or events. Invite students to notice and wonder about the individual events. What do the steps represent? Do the steps need to go in order? Why or why not? Examples: Brushing teeth, tying shoes, making the bed The goal is help students revisit what they understand about the importance of a sequence of events.</p> <p>Create Combine Pose guiding question: <i>3a. What does sequence of events mean?</i> Create and Combine (p.126) strategy to build a shared understanding of concept: <i>sequence of events</i>.</p> <p>*Note: Students have a working understanding of the term event from a previous social studies unit but they are about to transfer their understanding of the concept to this new context.</p> <p>Read Alouds, Shared Reading, Writing Invite students to notice the words or phrases the author uses to sequence a read-aloud story.</p> <p>Explore guiding question: <i>3b. What words or phrases does the author use to sequence the story or event?</i> After a few stories, the class can co-create an anchor chart with transition words and phrases that show sequence. The teacher models using these words or phrases when modeling writing.</p> <p>Potential Read Aloud Mentor Texts: <i>Saturdays and Teacakes</i> by Lester Laminack <i>The Napping House</i> by Audrey Wood <i>Pancakes for Breakfast</i> By Tomie dePaola <i>Eat, Leo! Eat!</i> By Caroline Adderson and Josee Bisaillon <i>A Thousand White Butterflies</i> by Jessica Betancourt-Perez and Karen Lynn Williams</p>	<p>Activate background knowledge about sequence of events</p> <p>Pre-assessment: What do students already know about sequence of events?</p> <p>Optimize relevance and authenticity by selecting routines that are culturally relevant</p> <p>Ensure accessibility through vocabulary support and scaffolds to allow students to accurately share what they understand about sequence of events</p> <p>Formative Assessment: Review student created definitions of sequence of events.</p> <p>Use shared reading time to foster a sense of community and provide access to expert thinking</p> <p>Provide visual representations of key words on the class anchor chart</p> <p>Optimize relevance and value by selecting read aloud texts that are meaningful for students</p>
 Investigate	<p>S7: 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).</p>		
 Organize			









Learning Experiences

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     	<p>S8: 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>U5: Writers use specific words, details, and organization to create an enjoyable story for their readers.</p> <p>K8: Elements of personal narratives K9: Effectiveness of word choice K10: Clarity in personal narratives</p> <p>S2: Demonstrate understanding of the organization and basic features of print.</p>	<p>Exploring Sequence of Events During shared reading the teacher uses the text <i>Spaghetti in a Hot Dog Bun</i> by Maria Dismondy to explore a sequence of events in a story.</p> <p>Prior to reading, the teacher has the events of the story written down on cards accompanied with pictures from the book.</p> <p>The teacher mixes up these cards and hands them out to different students. The teacher guides the class in putting the events in the correct sequence and retells the story using the sequence of events and appropriate transition words. The teacher then takes out a major event and tries to retell the story with that event missing. Students discuss what happened to the story when that event was left out.</p> <p>Use following guiding questions to facilitate the inquiry: 3c. Does this story makes sense? Why or why not? If not, what was confusing about it? 3d. What happens to a story if an author leaves out an event? 3e. Are all details important in the development of the story?</p> <p>Students then work in small groups or alone to sequence the book <i>The Little Red Fort</i> by Brenda Maier. They will sequence the story in the same manner that was used during shared reading. Remind students to reference the anchor chart with transition words and phrases. Students can share their learning by taking a picture of the finished sequence or gluing the events down in the correct order.</p> <p>Sequencing games will be included as a learning station during play to learn time to continue to refine and reinforce the concept.</p> <p>Invite Students to Generalize (U3): Use guiding question 3f. Why do authors carefully sequence stories? to facilitate the conversation.</p>	<p>Guide information processing and visualization by strategically selecting which students will receive cards and which will observe the process, Use hand signals and verbal cues to allow all students to be involved in the arrangement of the events</p> <p>Formative Assessment: Observe student responses during whole classroom task. Revisit the idea of sequence of events during reading conferences or small group work. Provide additional practice or reinforcement, if needed.</p> <p>Promote self-regulation by allowing students to work in small groups or alone based on their individual preference</p> <p>Use multiple media for communication through taking a picture or gluing a printed copy</p> <p>Formative Assessment: Review students completed sequence of events</p>







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 		<p>Exploring Sequence of Events in Writing and Compose Narrative Writing Piece</p> <p>The teacher introduces a simple graphic organizer that helps organize students' stories, by choosing the major events to include, and sequencing the events for their narrative pieces.</p> <p>Students use this organizer to plan their next narrative writing piece. Focusing on important events and the sequence of the events.</p> <p>During an individual writing conference, pose guiding question <i>3g. How does an author know which details/events to include and which ones to leave out?</i> Invite students to reflect on the details/events they will include and which ones they will leave out. Students will use their graphic organizer to create a new narrative writing piece.</p>	<p>Summative Assessment: Review student generalizations (U3) and their ability to transfer the idea to their own writing process. Look for their use of a clear sequence of events</p> <p>During a writing conference, offer mastery oriented feedback targeted to students' individual strengths and areas for growth, Invite students to reflect on their writing process and use of sequence of events</p>
 	<p>U5: Writers use specific words, details, and organization to create an enjoyable story for their readers.</p> <p>K8: Elements of personal narratives</p> <p>K9: Effectiveness of word choice</p> <p>K10: Clarity in personal narratives</p>	<p>Exploring Reader Engagement</p> <p>Invite students to think about their favorite stories. What do they love about their favorite stories? What makes those stories enjoyable to read?</p> <p>Concept Cards</p> <p>The teacher distributes two examples of a first-grade level narrative writing piece. The teacher reads these aloud with the class. The teacher then hands out a packet of Concept Cards.</p> <p>The students pull out a concept and examine the examples using the question, <i>What do you notice about how each example uses ____?</i></p> <p>The concept cards should represent the important concepts from the unit that we want students to transfer to their own writing, such as organization, sequence of events, point of view, details, description. Students discuss in pairs and share out as a class.</p>	<p>Personalize and contextualize learning to students' lives through celebrating students favorite stories</p> <p>Formative Assessment: As students engage with the Concept Cards, listen for understanding of each individual concept and their ability to accurately discuss the concept in the context of the on grade-level writing samples</p>







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   	<p>S2: Demonstrate understanding of the organization and basic features of print.</p> <p>S7: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring</p>	<p>The students complete this process with the rest of the concepts. The goal is to revisit important concepts in the context of student created, on grade level writing.</p> <p>Think-Alouds and Interactive Read-alouds The teacher will facilitate interactive read-alouds, and shared writing to emphasize different choices author's make about their writing to create an enjoyable writing piece. Emphasize the reciprocal nature of being a reader and being a writer.</p> <p>The following questions will guide the think-alouds: 5b. What made this story enjoyable? What could the author include to make the story more enjoyable? 5a. What do you notice about how __ (author) described the people, places, and events in the story? 5c. How do an author's word choices and details help readers visualize what is happening? 5e. Do you feel the author left out details that would have improved the overall story?</p> <p>Potential Read Aloud Mentor Texts: <i>Hiking Day</i> by Anne Rockwell <i>City Moon</i> by Rachael Cole <i>Not Little</i> by Maya Myers <i>A Bike Like Sergio's</i> by Maribeth Boelts <i>Kitchen Dance</i> by Maurie J. Manning <i>When Lola Visits</i> by Michelle Sterling <i>Tight Times</i> by Barbara Shook Hazen <i>Watercress</i> by Andrea Wang</p> <p>During the interactive read alouds and shared writing, invite students to continually reflect on their experience as a reader, build connections to the technique the author used and the students' enjoyment as a reader. Invite students to consider the techniques they want to incorporate into their own writing to make an enjoyable experience for the reader.</p>	<p>Support students in information processing to categorize the techniques authors uses to create an enjoyable experience for the reader- Create additional anchor charts and annotated models, as needed</p> <p>Formative Assessment: Invite students to share out during think-aloud, Note students that could use additional explicit teaching through small group or individual conferences</p> <p>Scaffold self-reflection process through additional graphic organizers or 1-1 conversations with teacher</p> <p>Optimize challenge by differentiating based on degree of difficulty or text complexity</p>







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   	<p>S9: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>The students will also have the opportunity to browse a collection of mentor texts that were used throughout the unit to examine the same questions the teacher used during the modeled think-alouds and interactive read-alouds. The students can share their thinking through:</p> <ul style="list-style-type: none"> • Turn and talks • Exit tickets • Writing prompts • Sentence stems • Collaborative discussions <p>Revision and Editing Students will use their understanding of the writing process and the structure of narrative writings to revise their writing pieces and provide feedback to their peers. The focus should be on creating an enjoyable experience for the reader.</p> <p>Students will Generalize (U5) as part of the Culminating Assessment and Craft Report See cumulative assessment for more details.</p> <p>After creating their collection of narrative pieces, students will explain the process they engaged in as writers constructing their narrative writings. Students can choose to write or record their craft reports. They will articulate the techniques they used and explain why they were effective. Students will also cite specific examples from their writing. Discuss students work as a writer and guiding question 5d. How do writers create an enjoyable story for their readers? during individual writing conferences.</p>	<p>Formative Assessment: Methods of assessment can vary, Focus on gathering data about students' ability to recognize the elements of author's craft taught throughout the unit with a specific emphasis on how those techniques help create an enjoyable experience for a reader</p> <p>Formative Assessment: As students are revising their writing pieces and engaging in peer conferences, monitor student progress, Provide additional support and writing models, Explicitly reteach key writing skills based on student need in writing conferences.</p> <p>Allow multiple tools for communication and composition of narrative writing pieces and the reflective craft report</p>

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  	<p>U4: Following a writing process can help authors strengthen the quality of their writing.</p> <p>K6: Appropriate feedback</p> <p>K11: Stages of a writing process</p> <p>K12: Writing conventions, grammar, and sentence structure</p> <p>K13: Examples of details, elaboration, and word choice in narrative writing</p> <p>K14: Elements of narrative writing</p> <p>S10: 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>Exploring the Writing Process - Ongoing Throughout the Unit</p> <p>Each week students will transfer their understandings by producing a new narrative writing piece to add to their collection. The students will engage in the formal writing process each week in order to generalize at the end of the unit through the summative task. The new writing will focus on the generalization and learning for that week.</p> <p>Throughout the unit, the teacher will model a new step in the writing process each week during shared writing. Students will engage in the full writing process around each narrative piece they want to add to their collection.</p> <p>Use guiding question: 4a. What are the steps in the writing process? 4b. Why are the steps in the writing process used in this order? to focus the initial conversations.</p> <p>The class will engage in creating and referencing anchor charts that document the steps, and graphic organizers to plan their writing and support the transfer of understanding. Invite students to reflect on question 4d. Why is it important to plan your writing? during the prewriting phase. Across all phases of the writing process, encourage students to consider how the writing process is helping to strengthen the quality of their writing. Revisit question 4c. What did you focus on to improve your writing? several times.</p>	<p>Guide appropriate goal setting and support planning/strategy development, Enhance capacity for progress monitoring, Eg. provide goal setting sheets, frequent teacher check-ins, regular reflection, procedural checklists with visual support, break longer tasks into smaller chunks</p> <p>Formative Assessment: During whole class instruction and individual writing conferences gather data about students developing understanding of the writing process, Use a Writing Process rubric and Narrative Writing rubric to provide mastery oriented feedback</p>







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	<p>S11: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>S12: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>S13: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Students will edit and critique their own writing, peers' writing, example pieces, and the teacher's writing examples throughout the unit. Invite students to reflect on the power of the editing, revising, and peer review. This can be done through a writing conference with the teacher or through a quick turn and talk with a classmate.</p> <p>Use guiding question: 4e. How does revising and editing a rough draft help strengthen a piece of writing? 4f. Why is it valuable to have peers review writing before publishing? to help focus conversations.</p> <p>Invite students to reflect on different ways we can publish our writing pieces. Students will brainstorm different ways to publish their work and they will choose to publish their writing pieces using various means to express themselves.</p> <p>Writing Conferences Students will participate in routine writing conferences with the teacher. These conferences will focus on where they are at in the writing process, and the individualized support each student needs. The teaching will begin to guide students towards understanding how the writing process can help them as writers. Students will also transfer the generalization realized throughout the unit into their own writing pieces.</p> <p>Students will reflect on question: 4g. Why do writers engage in a formal writing process? as part of their summative task.</p>	<p>Foster collaboration and community through creating a safe space for students to take risk and embrace their vulnerability as writers</p> <p>Reduce media specific barriers by allowing students to choose how they want to publish their writing, Allow multiple media such as text-handwritten or digital, speech, and illustration based on student interest and needs</p> <p>Formative Assessment: Keep the UKS focus for the unit in mind during individual writing conferences or small group instruction, Review student work, identify what students can already do well, and identify the next area of instruction, Students will progress at different rates in their growth and development as writers</p>
			
			
	<p>S14: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>S15: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		



Reflection

To what extent did students develop their knowledge, skills, and understanding?

How was this demonstrated?

How did students transfer understanding?

What changes would you recommend if this unit were taught again?