

Unit Overview

Everyone is an expert at something. Whether it be knowing the names of all the NBA players on every team, or telling you about every lego piece, set, and creation, everyone has something they are passionate about. This unit aims to take this knowledge and allow students the opportunity to teach what they know. During this unit, students will be writing many information books about many different topics, choosing one to publish towards the end of the unit. Rather than researching new topics, help children select topics they are already knowledgeable about. This is a time for students to reveal their hobbies and passions. As you prepare for this unit, it is important to remember paper choices. You will want to have variety here, thinking of paper choices for table of contents, diagrams, how-to, etc to support the various structures students will be writing in throughout the unit.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 1 Book 2 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 1 Unit 3, Nonfiction Chapter Books				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.2 , W.1.5, W.1.7	RI.1.1, RFS.1.1	SL.1.1 , SL.1.4, SL.1.5 , SL.1.6	L.1.1, L.1.2
2	W.1.2 , W.1.5	RI.1.6, RI.1.7, RFS.1.1	SL.1.1, SL.1.4, SL.1.5 , SL.1.6	L.1.1, L.1.2
3	W.1.2 , W.2.2	RI.1.1, RI.1.4	SL.1.1, SL.1.2 , SL.1.3	L.1.1, L.1.2, L.1.4, L.1.6
4	W.1.2, W.1.5, W.1.7	RI.1.1, RI.1.5, RI.1.6, RI.1.7	SL.1.1 , SL.1.5 , SL.1.6	L.1.1, L.1.2, L.1.5.a
5	W.1.2, W.1.5	RI.1.6, RFS.1.1, RFS.1.2.b,c,d	SL.1.1	L.1.1.a, L.1.2, L.1.6
6	W.1.2, W.1.5	RI.1.1, RI.1.4, RI.1.6, RFS.1.2, RFS.1.3	SL.1.1 , SL.1.2	L.1.1, L.1.2.e , L.1.6
7	W.1.2, W.1.5, W.1.7, W.2.2	RI.1.1, RI.1.2, RI.1.5	SL.1.1, SL.1.2	L.1.1, L.1.2
8	W.1.2, W.1.5	RFS.1.2, RFS.1.3	SL.1.1	L.1.1 , L.1.2
9	W.1.2, W.1.5, W.1.7	RI.1.1, RI.1.5, RI.1.6	SL.1.1	L.1.1, L.1.2, L.1.5
10	W.1.2 , W.1.5	RI.1.5	SL.1.1, SL.1.4 , SL.1.5 , SL.1.6	L.1.1, L.1.2
11	W.1.2	RI.1.1	SL.1.1, SL.1.4, SL.1.6	L.1.1.g, L.1.2, L.1.5.
12	W.1.1, W.1.2 , W.1.3, W.1.5	RI.1.1	SL.1.1, SL.1.5	L.1.1, L.1.2
13	W.1.2 , W.1.7	RI.1.1, RI.1.2	SL.1.1	L.1.1, L.1.2
14	W.1.2, W.1.5	RI.1.10 , RFS.1.4	SL.1.1	L.1.1.d,g , L.1.2.c.d.e
15	W.1.2, W.1.5	RI.1.1, RI.1.5, RI.1.7	SL.1.1, SL.1.4 , SL.1.5, SL.1.6	L.1.1, L.1.2
16	W.1.2, W.1.6, W.1.8	RI.1.7 , RI.1.10	SL.1.1 , SL.1.2 , SL.1.4 , SL.1.5	L.1.1, L.1.2
17	W.1.2 , W.1.5	RFS.1.4	SL.1.1	L.1.1.j, L.1.2.b,c
18	W.1.2, W.1.5	RFS.1.1, RFS.1.4.a	SL.1.1, SL.1.5	L.1.1, L.1.2, L.1.5
19	W.1.2, W.1.5	RFS.1.2, RFS.1.3, RFS.1.4	SL.1.1, SL.1.5	L.1.1 , L.1.2
20	W.1.2	RFS.1.4	SL.1.1, SL.1.4	L.1.1, L.1.2

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 1 Unit 3, <i>Nonfiction Chapter Books</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	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.		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. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
2	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.		SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	
3	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.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
4	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).		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. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	
5		RFS.1.2.b,c,d Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..		
6	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.		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. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	L.1.2.e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7			SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	L.1.2 Demonstrate command of the conventions of standard

				English capitalization, punctuation, and spelling when writing.
8			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.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9	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).			
10	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.		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.	
12	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.			
13	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.			
14		RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. RFS.1.4 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		L.1.1.d.g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2.c.d.e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
15			SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	

16	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p>	
17	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.			
18	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			
19				<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● Writers write to teach what they know well. ● Writers revise to make writing better ● Writers elaborate to make writing stronger. ● Writers organize information. 	<ul style="list-style-type: none"> ● How do writers write to show what they know? ● How do writers use what they know to make writing clear? ● How is information organized to help us understand what we read? 	<ul style="list-style-type: none"> ● Write about a topic students know well. ● Teach others through our understanding. ● Provide some sense of beginning ● Provide some sense of closure ● Thinks about how they will organize information.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts from UoS Writing Book 2. ● Study pages from exemplar writer's notebooks. ● Provide and present mentor texts as models. ● Teach children to read like writers using mentor texts ● Provide checklists to assess and develop on-going goals. ● Use booklets, pages, and/or writer's notebooks for daily writing. ● Make mental movies and act out a story to make writing come alive. ● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting. ● Add dialogue to make characters come to 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide support as needed during individual teaching sessions. ● provide feedback in small group setting. ● provide personal copies of teaching charts. ● provide modified and/or alternate grade level checklists and rubrics. ● provide modified writing paper. ● provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> ● <i>Goldfish, Mice or Cats</i> from the Rigby PM Series ● <i>My Baseball Book</i> by Gail Gibbons ● <i>My Soccer Book</i> by Gail Gibbons ● Other suggested books in UoS Writing Book 2.

<p>life.</p> <ul style="list-style-type: none">● Set mini goals to revise and edit as you move through writing pieces.● Tap, sketch, or jot across the pages as a way of planning stories, books.● Explore and try a variety of beginnings and endings to your writing piece.● Write long and strong to build stamina.● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.● Use technology to research information about a specific topic.● Use technology to publish a piece of writing.● Plan to celebrate the conclusion of classroom writing projects.		
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.