

Unit Overview

This unit is designed to teach students how to story tell and plan stories. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create. In this unit they will deepen their partner work and continue to learn strategies to revise their writing. Children will be taught how to move from being accomplished storytellers to becoming accomplished writers of stories. The goal of the unit will be to write well-elaborated realistic fiction stories, aligned to the Common Core State Standards. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 1 Book 4 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 1 Unit 6, <i>From Scenes to Series: Writing Fiction</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.3 , W.1.8	RL.1.1, RL.1.3, RL.1.10, RL.2.3	SL.1.1, SL.1.4	L.1.1, L.1.2
2	W.1.3 , W.1.5 , W.1.8 , W.2.3	RL.1.1, RL.1.3 , RL.2.3	SL.1.1	L.1.1, L.1.2
3	W.1.3 , W.2.3	RL.1.1, RL.1.3 , RL.2.3	SL.1.1, SL.1.4	L.1.1, L.1.2
4	W.1.3, W.1.5 , W.2.3	RFS.1.2 , RFS.1.3	SL.1.1, SL.1.2	L.1.1, L.1.2.d,e , L.1.5, L.1.6
5	W.1.3, W.1.5 , W.2.3	RL.1.1, RL.1.2, RL.1.3	SL.1.1	L.1.1, L.1.2
6	W.1.3 , W.1.5, W.2.3	RL.1.1, RL.1.2, RL.1.3, RL.1.10	SL.1.1, SL.1.2, SL.1.4	L.1.1, L.1.2
7	W.1.3, W.1.5, W.1.8, W.2.3	RL.1.1, RL.1.2, RL.1.3 , RL.1.10	SL.1.1, SL.1.5	L.1.1, L.1.2.a
8	W.1.3 , W.1.5, W.2.3	RL.1.1, RL.1.3, RL.1.4, RFS.1.1, RFS.1.4	SL.1.1 , SL.1.4 , SL.1.6	L.1.1, L.1.2
9	W.1.3 , W.1.5 , W.1.7 , W.1.8 , W.2.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10	SL.1.1	L.1.1, L.1.2
10	W.1.3 , W.1.5, W.2.3	RL.1.1, RL.1.3, RFS.1.4	SL.1.1, SL.1.6	L.1.1 , L.1.2
11	W.1.3 , W.1.5 , W.1.8 , W.2.3	RL.1.1, RL.1.2, RL.1.3	SL.1.1 , SL.1.4 , SL.1.5	L.1.1, L.1.2
12	W.1.3 , W.1.5, W.2.3	RL.1.1, RL.1.3, RL.1.4 , RL.1.7	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5, L.1.6
13	W.1.3, W.1.5 , W.2.3	RL.1.1, RL.1.3, RL.2.5	SL.1.1	L.1.1, L.1.2
14	W.1.3 , W.1.5, W.1.7, W.1.8, W.2.3	RL.1.1, RL.1.4	SL.1.1 , SL.1.2	L.1.1, L.1.2
15	W.1.3 , W.1.5 , W.1.8 , W.2.3	RL.1.1, RL.1.3	SL.1.1	L.1.1, L.1.2
16	W.1.3, W.1.5 , W.2.3	RL.1.1, RFS.1.1, RFS.1.4	SL.1.1, SL.1.6	L.1.1.j,g, L.1.2.b
17	W.1.3 , W.1.5, W.2.3	RL.1.1, RL.1.4, RL.1.7	SL.1.1, SL.1.5	L.1.1, L.1.2
18	W.1.3 , W.1.5	RL.1.1	SL.1.1	L.1.1, L.1.2
19	W.1.3, W.1.5 , W.2.3	RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2
20	W.1.3, W.2.3	RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 1 Unit 6, <i>From Scenes to Series: Writing Fiction</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	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.			
2	<p>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>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> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>		
3	<p>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>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>		
4	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>RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>L.1.2.d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

5	<p>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>			
6	<p>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>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>			
7		<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>		
8	<p>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>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>		<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.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	
9	<p>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>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> <p>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).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>			

Grade 1 Unit 6 – From Scenes to Series: Writing Fiction

Writing Workshop: Apr./June

	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
10	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.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11	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.1.5 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. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
12	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.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
13	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	RL.2.5 Describe the overall structure of a story, including		

Grade 1 Unit 6 – From Scenes to Series: Writing Fiction

Writing Workshop: Apr./June

	writing as needed.	describing how the beginning introduces the story and the ending concludes the action.		
14	<p>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>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>		<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>	
15	<p>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>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> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>			
16	<p>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>			L.1.2.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
17	<p>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>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	

18	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.1.5 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.			
19	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.			

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> Writers draw on their own personal experiences to imagine the details that make realistic fiction seem so real. Writers invent characters and small moment adventures for their stories. Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas. Writers make endings that satisfy their readers; they make something happen through action, dialogue, or feeling to get their characters out of trouble. Writers use checklists to review their writing and set goals. 	<ul style="list-style-type: none"> How do writers make their stories better? Where do writers get ideas for stories they tell? 	<ul style="list-style-type: none"> Call on their own experiences to imagine the details that make realistic fiction seem so real. Invent characters and small moment adventures for their stories. Make endings that satisfy their readers; they make something happen through action, dialogue, or feeling to get their characters out of trouble. Use checklists to review their writing and set goals. Write narratives in which they recount two or more appropriately sequenced events. Write narratives using temporal words to signal event order. Write narratives which include some details regarding what happened. Write narratives with some sense of closure.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> Create and refer to anchor charts from UoS Writing Book 4. Explain that writers use specific tools such as Use two-pocket folders for each student to organize writing, whiteboards, post-its and alphabet charts for individual use and engagement Study pages from exemplar writing and model writing across pages in a 3-5 page booklet. 	<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. 	<p>Mentor Text</p> <ul style="list-style-type: none"> See UoS Writing Book 4 for various book selections appropriate for your students at this time of year.

<ul style="list-style-type: none">● Provide and present mentor texts as models.● Teach children to read like writers using mentor texts.● Create an on-going class book for modeling and trying out new skills- conferring toolkit.● Tap, sketch, or jot across the pages as a way of planning stories.● Practice creating mental movies and acting out a story in order to make writing come alive.● Add dialogue to writing to bring characters alive.● Set mini-writing goals as you move through the writing process.● Write long and strong to build stamina.● Provide editing checklist to improve writing.● Plan to celebrate the conclusion of classroom writing projects.	<ul style="list-style-type: none">● provide modified writing paper.● provide appropriate writing partners.	
---	---	--

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.