

Unit Overview

This first unit is designed to help your students work with independence, confidence, and stamina. Routines and procedures will be taught and reviewed. Students will be writing small moments: stories from their lives with small, clear focus, tremendous detail and elaboration. Most children should be able to write one or two sentences on each page, so they will need booklets containing both spaces for drawings and spaces for writing. The importance of drawing for planning should be stressed in this unit. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and elaborate their stories. If need be, provide more support in small groups.

In the ‘Writing for Readers,’ portion of the unit, we push writers to write with proper use of writing conventions. As per the Common Core State Standards, it is required that children be able to write narrative texts with a level of proficiency, demonstrating a command of end punctuation, the ability to spell words with common patterns, and to be resourceful and phonetic in spelling unknown words. While continuing to write small moment stories from their own lives, students will be encouraged to use writing partnerships to help students make comments, ask questions, and provide suggestions to and from peers in order to lift the level of the writing. These partnerships set the expectation that we write so that our partners and others can read and understand our work.

The decision to use this unit of study first in second grade is because Seymour students are new to the workshop model. This work will support the next unit of study in writing that supports students with revision work. This unit will prepare students who are newer to writing workshop and need work with procedures and routines of writing. The expectation is that students will write lots of small moment stories and publish multiple times. After this initial year (2017-2018) this unit will likely be replaced with Grade 2 book 1, as students will be able to meet the standards outlined.

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

Overarching Standards Aligning with Grade 1 Unit 1, <i>Small Moments</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.3 , W1.8	RL.1.1	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
2	W.1.3 , W.1.5	RL.1.7, RFS.1.1, RFS.1.2, RFS.1.3	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
3	W.1.3 , W.2.3 , W.1.5	RL.1.7	SL.1.1, SL.1.2 , SL.1.5	L.1.1, L.1.2
4	W.1.3	RFS.1.2.c,d , RFS.1.3	SL.1.1	L.1.1, L.1.2.d,e
5	W.1.3, W.1.5	RL.1.1	SL.1.1, SL.1.2	L.1.1, L.1.2
6	W.1.3 , W.1.5	RL.1.1	SL.1.1 , SL.1.2 , SL.1.3 , SL.1.4	L.1.1, L.1.2
7	W.1.3, W.1.5	RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4	SL.1.1	L.1.1, L.1.2.d,e
8	W.1.3 , W.2.3	RL.1.1, RL.1.3	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
9	W.1.3 , W.1.5	RL.1.1	SL.1.1, SL.1.4, SL.1.5	L.1.1, L.1.2
10	W.1.3 , W.2.3 , W.1.5	RL.1.1, RL.1.3, RL.1.4	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5.c,d
11	W.1.3 , W.1.5	RL.1.3	SL.1.1 , SL.1.4	L.1.1, L.1.2
12	W.1.3	RFS.1.2 , RFS.1.3	SL.1.1	L.1.1, L.1.2.d,e
13	W.1.3	RFS.1.4.a,b	SL.1.1	L.1.1.j, L.1.2.b
14	W.1.3 , W.1.7	RL.1.1, RL.1.4	SL.1.1 , SL.1.2	L.1.1, L.1.2, L.1.6
15	W.1.3 , W.1.5	RL.1.1, RL.1.4	SL.1.1	L.1.1, L.1.2, L.1.5.d
16	W.1.3, W.1.5	RL.1.1, RL.1.4, RFS.1.4.b	SL.1.1, SL.1.6	L.1.1, L.1.2
17	W.1.3	RL.1.1, RL.1.4	SL.1.1	L.1.1, L.1.2
18	W.1.3 , W.1.5	RFS.1.1, RFS.1.4	SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5	L.1.1, L.1.2
19	W.1.3 , W.1.5	RFS.1.2	SL.1.1	L.1.1, L.1.2.b,d,e
20	W.1.3 , W.1.5, W.1.6	RFS.1.1, RFS.1.4.b	SL.1.1, SL1.5	L.1.1, L.1.2
21	W.1.3	RFS.1.4.b	SL.1.1	L.1.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 1 Unit 1, <i>Small Moments</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	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.			
3	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.		SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
4		RFS.1.2.c,d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of		L.1.2.d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and

		individual sounds (phonemes).		spelling conventions.
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.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>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>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).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</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.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
7				<p>L.1.2.d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically,</p>

				drawing on phonemic awareness and spelling conventions.
8	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.			
9	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.			
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.			
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.		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. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	

			<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
<p>12</p>		<p>RFS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine</p>		<p>L.1.2.d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

		<p>the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>		
13				<p>L.1.2.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences.</p>
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.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>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>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).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</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>	

Grade 2 Unit 1 – Small Moments

Writing Workshop: Sept./Oct.

15	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.			L.1.5.d With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d.Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
16	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.			
17	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.			
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.1.3 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.			L.1.2.b,d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for

				frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
20	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.			
21	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.		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. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • A small moment is a story about a small event in one’s life, written with detail and elaboration. • There are structures in place for writers to follow to be successful. • Writers can incorporate word study concepts and high frequency word walls to make writing more understandable to others. • Writers use partnerships as a way to lift our writing and understand ways to better write for our reader • Writers write long and strong, with great volume and stamina. 	<ul style="list-style-type: none"> • How is writer’s workshop different than writing class? • What is a small moment? • How do writers use what they know to make writing clear? 	<ul style="list-style-type: none"> ● Provide some sense of closure in each narrative. ● Write narratives in which they recount two or more appropriately sequenced events. ● Write narratives including some details regarding what happened. ● Write narratives using temporal words to signal event order. ● Write narratives which show a character's small actions, dialogue, and internal thinking.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts from UoS Writing Book 1. ● .Create and refer to anchor charts. ● 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. 	<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"> ● The Relatives Came; Cynthia Rylant ● William's Doll; Charlotte Zolotow ● Bigmama's; Donald Crews ● Julius the Baby of the World; Kevin Henkes ● Lily's Purple Plastic Purse; Kevin Henkes ● Wemberly Worried; Kevin Henkes ● Owen; Kevin Henkes

<ul style="list-style-type: none">● 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 life.● 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.