## Grade 1 Language Arts/Writing Unit 2 of 12

### Personal Narrative: Picture Book

<table>
<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td><strong>Overall days:</strong> 15</td>
</tr>
<tr>
<td>(1 day = 40 minutes) The number of days is a guide for pacing to ensure that all the curriculum units for the year are implemented.</td>
</tr>
<tr>
<td>Correlates with Reading Unit R.4, R.5, &amp; R.6.</td>
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</tbody>
</table>

### Foundational Skills

<table>
<thead>
<tr>
<th>Handwriting</th>
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<tbody>
<tr>
<td>Students will apply their understanding of correct letter formation by observing the teacher modeling and by practicing this skill.</td>
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<tr>
<td>Students will demonstrate their knowledge of writing from left to right by practicing this procedure when writing.</td>
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<table>
<thead>
<tr>
<th>Conventions</th>
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<tbody>
<tr>
<td>Through oral and written practice in whole group, students will understand, answer questions, and develop simple sentences containing nouns, verbs, and adjectives.</td>
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### Higher Order Concepts, Skill, & Strategies

<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Students will demonstrate understanding of narrative writing by creating a personal narrative about activities they do in school and/or in their neighborhoods.</td>
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### Reading Selections

The following reading selections will support student understanding of the text type they are studying:

- Pearson/ Scott Foresman *Reading Street*:
  - Big Book, *First Grade Here I Come*
  - Student Anthology, *My Puppy Sings the Blues* and *Show and Tell*

### Essential questions students should be able to answer by end of unit

**Unit Question:** What is all around me?

**Weekly Questions:**
- What can we do with our neighborhood friends?
- What is around us at school?
- What can we see around our neighborhood?
Written Curriculum

COMMON CORE STATE STANDARDS

WRITING

Text Types and Purposes
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.

Production and Distribution of Writing
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.

Research to Build and Present Knowledge
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

Comprehension and Collaboration
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts 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).
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas
SL.1.6. Produce complete sentences when appropriate to task and situation.

LANGUAGE

Conventions of Standard English
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Vocabulary Acquisition and Use

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*).

Notes, Clarifications, and Prerequisites

These are kindergarten review skills:

- **W1.3. Narrative** - In kindergarten, students have learned how to narrate a single event, tell the events in the order that they happened, and provide some reaction to what happened. This year, students will build on this knowledge while learning about adding facts to their writing and providing some sense of closure. At this point, the new ideas introduced in first grade will need direct, explicit instruction with a focus at the introductory level. Some of these ideas may be difficult for first graders, so provide appropriate time and supports.

- **W.1.5. Process** - In kindergarten, students responded to questions and suggestions from peers and added details to strengthen writing as needed with the support of adults. In this grade, students will build on these process skills and learn how to focus on a topic while planning.

- **W.1.7. Research** - In kindergarten students were introduced to shared research and writing projects. In first grade, these skills continue to be developed.

- **W.1.8. Information** - In kindergarten, students were supported by teachers in recalling information from experiences and gathering information from provided sources to answer questions. In first grade, these skills continue to be developed.
WRITING FRAME

**Text type:** Narrative (W.3)

**Specific type of writing:** Personal Narrative

**Topic:** Activities they do in school and/or in their neighborhoods

**Purpose:** To share stories from their lives

**Audience:** Classmates

**Writing will support:** Students’ understanding of essential questions from Unit R and conveying what students know about their school and neighborhood communities while providing opportunities to use new vocabulary.

**Writing should include:** Essential elements in students’ informational writing (see below), activities they participate in at school and/or in their neighborhoods, and vocabulary from weeks 4-6. Examples of vocabulary would include words from discussions and concept webs such as play, walk, help, shopping, park, share, stories, snacks, lunchroom, etc.

**Research and Note taking:** Students will draw on their experiences of their schools and neighborhoods. They might want to talk to others in their neighborhood and classroom to find out more information about what their peers do. They may talk to classmates to support concept development. Students may take short notes or draw what they do at school and their neighborhood.

**Publication:** Students will divide into 4 groups and students will orally share their narratives one at a time in their groups. This will allow for all children to share their work. The teacher will then bring the class together to engage in discussion about what they had learned about their classmates.

**Relevant Pearson/Scott Foresman Reading Street Resources:** To support students’ concept development of their school and neighborhoods, teachers should relate the readings and discussions in weeks 4-6 to what the students are writing. Teacher should refer to Big Book “First Grade Here I Come”, “My Puppy Sings the Blues”, and “Show and Tell” from the Anthology.

**ESSENTIAL ELEMENTS IN STUDENTS’ NARRATIVE WRITING**

- Recount two or more appropriately sequenced events
- Include some details about what happened
- Use temporal words to signal event order (ex. First, next, last, etc.)
- Provide some sense of closure

**PERSONAL NARRATIVE**

**Definition:**
A personal narrative, written in first person, documents a person’s experience. It could tell of a single life shaping event, or simply a mundane daily experience. A personal narrative is often one of the first types of writing. It includes experiences encountered, read, observed or heard.

**What does it look like?** A book with 4 or more pages that has room for both pictures and words on each page.

**Key structures, features, and elements**
- Text and pictures match
- Characters linked to life changing events or mundane daily experiences
- Setting of meaningful context of where the event(s) occurred
- A series of events recounted and recorded in sequential order: beginning, middle, and end
• Specific detail (who, what, when, where, why, how)

<table>
<thead>
<tr>
<th>Expectation of Common Core State Standards (W1.3)</th>
<th>Personal Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount two or more appropriately sequenced events</td>
<td>Includes characters, setting, and events in natural sequential order</td>
</tr>
<tr>
<td>Include some details about what happened</td>
<td>Events include details about who, what, when, why, where, and how</td>
</tr>
<tr>
<td>Use temporal words to signal event order (ex. First, next, last etc)</td>
<td>Transitional words to support sequence of events</td>
</tr>
<tr>
<td>Provide some sense of closure</td>
<td>Sentence that ends the story</td>
</tr>
<tr>
<td></td>
<td>Other not specified in CCSS:</td>
</tr>
<tr>
<td></td>
<td>Title connected to content that hooks the reader</td>
</tr>
<tr>
<td></td>
<td>Detailed pictures that match the words</td>
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</tbody>
</table>

Assessed Curriculum

Summative/Unit Assessment
• Conventions skills will be assessed in the context of the Summative/Unit Assessment. See Pearson/Scott Foresman Reading Street Unit R, Summative/Unit Assessment for details about this assessment.
• Score each student’s writing product using the W1.3 rubric found in the Providence Writing Resource Guide.
## Taught Curriculum
Writing Unit 2.1 (Unit 2, Week 1)

### Learning Objectives

#### Handwriting
- Students will produce letters *Dd, Ll, Hh,* and *Oo* by correctly forming these letters and progressing from left to right on the page.
- Students will apply their understanding of letter size by using the appropriate size when writing.

#### Conventions
- Through oral practice in whole group, students will understand and answer questions about simple sentences.
- Students will apply their understanding of simple sentences to generate individual sentences both orally and in writing.
- Students will identify additional examples of simple sentences within the week’s readings.
- Given a prompt related to the week’s reading, students will create a short response using simple sentences.

#### Writing
- Students will acquire an understanding of what narrative text looks like by exposure to personal narratives found within Pearson/Scott Foresman *Reading Street.*
- Through engaging in class discussion, students will understand the key features of narrative writing and how it relates to informational writing.
- Students will understand steps 1-3 in narrative writing by observing the teacher engage in the process.
- Through engaging in class discussion, students will compare and contrast personal narrative to informational writing.
- Students will use key vocabulary related to narrative writing (title, author, characters, setting, problem, solution and strong conclusion) in order to discuss the elements of a personal narrative.
- Students will identify and chart the key elements of a personal narrative through whole class analysis of personal narratives and guided class discussions.
- Students will understand their audience by charting the purpose and audience of a personal narrative piece.
- Students will develop a plan for their writing by brainstorming and discussing activities they participate in at school and/or around their neighborhood.
- Students will understand the specific writing strategies of the narrative planning process by observing the teacher model the use of a story map.

### Resources

**Pearson/Scott Foresman Reading Street, Unit R, Vol. 2:**
- Daily Handwriting pp. 91g, 93c, 94j, 109c, and 113a

**Providence Writing Resource Guide:**
- Conventions routine days A 1-5

**Providence Writing Resource Guide:**
- Three Week Teaching Writing Routine - Week 1

**Sopris West Step Up to Writing Primary Level:**
- Teacher’s Guide:
  - 4-1 Introducing Two Kinds of Writing (p.142 K and beg, writers)
  - 6-4a Prewriting with a Story Map (p.242)
- Tools: 6-6a & 3-17c
- Handy Pages: p. 20
- Poster: Primary Poster #12, #2

**Pearson/Scott Foresman Reading Street, Unit R, Vol. 2:**
- Big Book *First Grade Here I Come,* Student Anthology *My Puppy Sings the Blues* and *Show and Tell*
Instructional Considerations

Key Vocabulary

Content/Concept Specific Vocabulary
walk, play, swing, help, share

Genre/Text Type Specific Vocabulary
title, author, characters, setting, problem, solution, conclusion, beginning, middle, end

Planning and Instructional Delivery Considerations

Handwriting:
- Neat paper rules (SUTW 10-1, p.414) should apply.

Conventions:
- Simple sentences must be complete sentences.

Writing:
- While teaching the steps in the narrative writing process, the teacher should refer to SUTW lesson 6-6a and teach only steps 1-3. Teacher may want to post the three steps on a chart or sentence strips for easy access for students. Please note, these steps will build through future narrative units and the skills will be recursive throughout the year.
- There are certain days and lessons where multiple objectives will be covered.
Assessed Curriculum 2.1

Formative/Embedded Assessments

Conventions: Daily Embedded Assessment
The daily progress monitoring assessments for writing conventions will give you information on progress toward the targeted convention skill.

Convention Frame A: (Grade K-1)
Day 1: *Teacher checks to see if students can orally use the conventions concept.*
Day 2: *Teacher checks to see if students can orally use the convention concept and can answer questions about the convention concept.*
Day 3: *Teacher reviews students’ sentences, evaluating for presence and quality of convention concept only.*
Day 4: *Teacher reviews students’ response, evaluating for presence and quality of convention concept only.*
Day 5: *Teacher reviews students’ writing, evaluating for presence and quality of convention concept primarily, but also for previously taught conventions.*
# Taught Curriculum

## Writing Unit 2.2 (Unit 2, Week 2)

### Learning Objectives

**Handwriting**
- Students will produce letters Rr, Ww, Kk, Ee, and Jj by correctly forming these letters and progressing from left to right on the page.
- Students will apply their understanding of letter size by using the appropriate size when writing.

**Conventions**
- Through oral practice in whole group, students will understand and answer questions about sentences with adjectives.
- Students will apply their understanding of sentences with adjectives to generate individual sentences both orally and in writing.
- Students will identify additional examples of sentences with adjectives within the week’s readings.
- Given a prompt related to the week’s reading, students will create a short response using sentences with adjectives.

**Writing**
- With guided practice, students will demonstrate their understanding of the prewriting process by completing a story map template.
- Students will show their understanding of steps 1-3 in the narrative writing process by producing a title, a quick sketch, and quick notes for their narrative piece.
- Students will apply their understanding of the narrative planning process by using their story map to transition to the quick sketch.
- During and after reading personal narrative texts, students will identify the requirements for their culminating narrative activity (with teacher support and guidance).
- Students will apply their understanding of three good ways to write story endings through whole group guided practice and discussion.
- Students will demonstrate the ability to use feedback from sharing their writing with peers to improve their picture book.
- Students will apply their understanding of the capitalization section of CUPS in order to identify areas of improvement in their picture book.
- Students will demonstrate their understanding of the revision process by checking to make sure that their writing stays on a topic and finishes with a strong conclusion.

### Resources

**Handwriting**
- Pearson/Scott Foresman Reading Street, Unit R, Vol. 2: Daily Handwriting pp.117g, 119c, 120j, 135c and 139a

**Conventions**
- Pearson/Scott Foresman Reading Street, Unit R, Vol. 2: Conventions Lessons pp. 117f, 119b, 120i, 135a and 139d

**Writing**
- Providence Writing Resource Guide: Conventions routine A days 1-5
- Providence Writing Resource Guide: Three Week Teaching Writing Routine- Week 2

**Sopris West Step Up to Writing Primary Level:**
- Teacher’s Guide
  - 6-3 Prewriting and Planning (p.260)
  - 6-4 Prewriting with a Story Map (p.262)
  - 6-6 Six Steps for Planning and Writing a Story (p.266)
  - 6-7 Quick Sketch and Quick Note Planning (p.268)
  - 6-17 Options for Writing the End of a Story (p.286)
- Tools - 6-3, 6-4a, 6-7d-f, 6-17a-c, 6-6
- Handy Pages: Topic Sentences, pp. 20 & 21
- Poster: Primary Poster No.1

**Pearson/Scott Foresman Reading Street, Unit R, Vol. 2:** Big Book

First Grade Here I Come, Student Anthology My Puppy Sings the Blues and Show and Tell

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Providence Public Schools, in collaboration with the University of Connecticut’s Center for Behavioral Education and Research
Instructional Considerations

Key Vocabulary

Content/Concept Specific Vocabulary
walk, play, swing, help, share

Genre/Text Type Specific Vocabulary
title, author, characters, setting, problem, solution, conclusion, beginning, middle, end

Planning and Instructional Delivery Considerations

Handwriting:
- Neat paper rules (SUTW 10-1, p.414) should apply.

Conventions:
- Focus for nouns is now also on places.

Writing:
- When teaching the revising stage, please note the only focus of this unit is to teach students to stay on topic.
- Please note that the focus on editing in this unit is solely on the C portion of CUPS.
- There are certain days and lessons where multiple objectives will be covered.

Assessed Curriculum 2.2

Formative/Embedded Assessments

Conventions: Daily Embedded Assessment
The daily progress monitoring assessments for writing conventions will give you information on progress toward the targeted convention skill.

Convention Frame A: (Grade K-1)
Day 1: Teacher checks to see if students can orally use the conventions concept.
Day 2: Teacher checks to see if students can orally use the convention concept and can answer questions about the convention concept.
Day 3: Teacher reviews students’ sentences, evaluating for presence and quality of convention concept only.
Day 4: Teacher reviews students’ response, evaluating for presence and quality of convention concept only.
Day 5: Teacher reviews students’ writing, evaluating for presence and quality of convention concept primarily, but also for previously taught conventions.
## Taught Curriculum

Writing Unit 2.3 (Unit 2, Week 3)

### Learning Objectives

#### Handwriting
- Students will produce letters Vv, Yy, Zz, Uu, and Qq by correctly forming these letters and progressing from left to right on the page.
- Students will apply their understanding of letter size by using the appropriate size when writing.

#### Conventions
- Through oral practice in whole group, students will understand and answer questions about sentences with nouns, verbs, and adjectives.
- Students will apply their understanding of sentences with nouns, verbs, and adjectives to generate individual sentences both orally and in writing.
- Students will identify additional examples sentences with nouns, verbs, and adjectives within the week’s readings.
- Given a prompt related to the week’s reading, students will create a short response using sentences with nouns, verbs, and adjectives.

#### Writing
- Students will apply revising strategies to the culminating writing activity by continuing to check for strong conclusions in their personal narrative piece.
- Students will apply editing strategies to the culminating writing activity by attending to the Capitalization portion of CUPS and ensuring high frequency words are spelled correctly.
- Students will engage in an analysis of writing by sharing their work with peers, getting feedback on their drafts, and applying feedback to their revisions.
- Students will demonstrate the ability to write a narrative text by producing and sharing a personal narrative about activities they do in school and/or in their neighborhoods.

### Resources

**Handwriting**
- *Pearson/Scott Foresman Reading Street, Unit R, Vol. 2: Daily Handwriting pp. 143g, 145c, 146j, 161c, & 165a*

**Conventions**
- *Pearson/Scott Foresman Reading Street, Unit R, Vol. 2: Conventions Lessons pp.143f, 145b, 146i, 161a, & 165d*
- *Providence Writing Resource Guide: Conventions routine A days 1-5*

**Writing**
- *Providence Writing Resource Guide: Three Week Teaching Writing Routine- Week 3*
- *Sopris West Step Up to Writing Primary Level:*
  - Teacher’s Guide
    - 10-7 Editing with CUPS (pp. 421-422)
  - Tool: 10-7a (Capitalization)
  - Bonus tool 10-7-1 (C of CUPS)
- *Pearson/Scott Foresman Reading Street, Unit R, Vol. 2: Big Book First Grade Here I Come, Student Anthology My Puppy Sings the Blues and Show and Tell*

### Instructional Considerations

**Key Vocabulary**

Content/Concept Specific Vocabulary
- walk, play, swing, help, share

Genre/Text Type Specific Vocabulary
- title, author, characters, setting, problem, solution, conclusion, beginning, middle, end

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Providence Public Schools, in collaboration with the University of Connecticut’s Center for Behavioral Education and Research
Planning and Instructional Delivery Considerations

**Handwriting:**
- Neat paper rules (SUTW 10-1, p.414) should apply.

**Conventions:**
- Focus is now on verbs.

**Writing:**
- When teaching the revising stage, please note the only focus of this unit is to teach students to stay on topic.
- Please note that the focus on editing in this unit is solely on the C portion of CUPS.

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**Assessed Curriculum 2.3**

**Formative/Embedded Assessments**

**Conventions: Daily Embedded Assessment**
The daily progress monitoring assessments for writing conventions will give you information on progress toward the targeted convention skill.

Convention Frame A: (Grade K-1)
Day 1: Teacher checks to see if students can orally use the conventions concept.
Day 2: Teacher checks to see if students can orally use the convention concept and can answer questions about the convention concept.
Day 3: Teacher reviews students’ sentences, evaluating for presence and quality of convention concept only.
Day 4: Teacher reviews students’ response, evaluating for presence and quality of convention concept only.
Day 5: Teacher reviews students’ writing, evaluating for presence and quality of convention concept primarily, but also for previously taught conventions.

**Summative/Unit Assessment**
- Conventions skills will be assessed in the context of the Reading Unit Summative Assessment. See Reading Unit R, Summative/Unit Assessment for details about this assessment.
- Score each student’s writing product using the W1.3 rubric found in the Providence Writing Resource Guide.