



Unit : 1

Journals

essential skills and content

Overview Students write stories about themselves to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Time Frame: 4-6 weeks

- Essential Questions**
1. How do you recount two or more appropriately sequenced events in a story?
 2. How do you include meaningful details to describe what happens in a story?
 3. What words can you use to signal event order?
 4. How can you restate the main idea at the end of a story to provide closure?

Learning Targets

Content/Skills

Genre Knowledge

Features of a journal

Concepts About Print

- Spaces between words. RF.1.1
- When to use uppercase and lowercase letters L.1.1a
- Appropriate end punctuation. L.1.2b

Oral Language and Grammar

- Common nouns, adjectives L1.1.b, L.1.1.d, L.1.1f
- Complete sentences (subjects and verbs) L1.1j
- Specific Adjectives L.1.1f

Purposeful Phonics Connections

- Hear beginning, middle, and ending sounds RF.1.2, RF.1.2.c
- Recognize sound/symbol relationships RF.1.2.c
- Write many high-frequency words L.1.2d

Reflecting Reading in Writing

- Ask questions RI1.1, W.1.8
- Visualize RL.1.7

Additional Lessons

- Students choose their favorite journal to publish at the end of the unit.
- Use small moments to develop journal stories.
- Create a book.
- Having a beginning, middle, and end.
- Different ways to start and end a story.
- Concept of print: writing from one side of the paper to the other.
- Different brainstorming/pre-writing strategies.
- Adding questions to our stories.
- Train track graphic organizer for sequencing

Writing W.1.5, W1.6

- Prewrite
- Draft
- Revise
- Edit
- Publish a personal narrative

Author's Craft

- Voice: Revise to Strengthen Author's Voice W.1.3
 - Word Choice: Avoid Overused words W.1.3
-

 **balanced assessment**

COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	<ul style="list-style-type: none">• Conferencing with students during writer's workshop	<ul style="list-style-type: none">• Writer's checklist
Summative Assessment	<ul style="list-style-type: none">• Published personal narrative	<ul style="list-style-type: none">• Use a rubric to help students develop their published narrative
District-Wide Common Assessment		

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Benchmark Writing	<ul style="list-style-type: none">• Lucy Calkins• "No More I'm Done"• Lessons That Change Writers By Nancie Atwell

COMPONENT	REQUIRED	SUGGESTED
Content Literacy		<u>Roller Coaster</u> by: Marla Frazee <u>Owl Moon</u> by: Jane Yolen <u>Short Cut</u> by: Donald Crews <u>Apple Picking Time</u> by: Michele Slawson <u>Enemy Pie</u> by: Derek Munson <u>Thundercake</u> by: Patricia Polacco <u>The Relatives Came</u> by: Cynthia Rylant <u>The Junk Yard Wonders</u> by: Patricia Polacco
Technology / Media		Microsoft word to publish a book Educreations Book it Sock Puppets
Differentiation / Intervention		Conferencing with individuals or small groups as needed.

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
-----------	----------	-----------