

English Language Arts
Unit 2: Building Writing Habits

Essential Understandings	<ul style="list-style-type: none"> • Writing is a form of communication that involves being engaged in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information.
Essential Questions	<ul style="list-style-type: none"> • How do we communicate through writing? • What are the behaviors that contribute to effective writing? • What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively?
Essential Knowledge	<ul style="list-style-type: none"> • Writers write for a variety of purposes. • The writing process involves planning, revising, editing, rewriting, and publishing as well as collaboration. • Grade-level vocabulary, language conventions and mechanics contribute to proficient writing.
Vocabulary/Content	<p>Revise, edit, reread, draft, sketch, details, purpose, publish, facts, plan, independence, idea development, topic, idea, author, illustrator, period, question mark, exclamation point, comma, ellipses, upper case, lower case, capital, spaces, resources, anchor chart, bold, sentence, transition words, vowel, consonant, syllable, beginning, middle, end, anchor chart</p>
Essential Skills	<ul style="list-style-type: none"> • 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. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation. • 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. • Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking. See Appendix: 1BWH

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<p>Related Maine Learning Results</p>	<p><u>Writing-Grade 1</u> 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.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speech and Language-Grade 1</u> ..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.1.1.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). SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. .SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. .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.</p>

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Language-Grade 1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

.L.1.1.A

Print all upper- and lowercase letters.

..L.1.1.B

Use common, proper, and possessive nouns.

.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

..L.1.1.E

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

..L.1.1.F

Use frequently occurring adjectives.

CY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

.L.1.1.H

Use determiners (e.g., articles, demonstratives).

Y.L.1.1.I

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

..L.1.1.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.

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.L.1.2.A

Capitalize dates and names of people.

.L.1.2.B

Use end punctuation for sentences.

.L.1.2.C

Use commas in dates and to separate single words in a series.

..L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

..L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

..L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

.L.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

.L.1.4.B

Use frequently occurring affixes as a clue to the meaning of a word.

..L.1.4.C

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

..L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

.L.1.5.B

Define words by category and by one or more key attributes (e.g.,

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	<p>a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>.L.1.5.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.</p> <p>.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., <i>because</i>).</p>
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> • <i>Words Their Way</i> sorts • <i>Making Words</i> lessons • Model, practice and chart expectations for Writer’s Workshop • Interactive writing
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> • <i>Words Their Way</i> Spelling Inventory • Regular review of student writing folders • Language Conventions writing rubric • Conference, observation and anecdotal notes
<p>Sample Resources</p>	<p><u>Publications:</u> <i>The CAFÉ Book</i> <i>Daily Five</i> <i>Units of Study for Teaching Writing</i> by Lucy Calkins <i>Teaching Children to Care</i> (Responsive Classroom) <i>The First Six Weeks</i> (The Responsive Classroom)</p>