

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## **Georgia Performance Standards Framework for English/Language Arts – Grade 1**

Title: Narrative Unit

Subject: ELA

Topics:

Grade: First Grade

Designers: Chris Rogers Deborah Johnston

### **Introduction**

#### **Unit Framework Title**

Narrative Unit

#### **Unit Framework Annotation**

This first grade unit will immerse students in narrative texts. Students will read and write narrative texts. They will explore the elements of narrative texts through books to be read aloud, guided reading as well as independent reading. Through this exploration students will internalize the elements in order to construct a narrative based on a personal experience.

Students will be assessed to determine their reading levels. They will read texts at their independent level to practice skills and strategies as well as develop fluency. Students will be placed in appropriate guided reading groups at their instructional level and/or based on instructional need(s). Within the guided reading groups, students will be explicitly taught about the elements of a story. Students will identify elements such as setting, characters, and story structure. Students will see how authors develop these elements within their texts. Students will be prompted to experiment with these techniques in their own writing.

Books to be read aloud by the teacher will be carefully chosen. These books should have themes that reflect the lives of the students. Read aloud books may be at a level higher than the students' instructional level. This is to expose children to a more complex story structure. Also, through the read aloud books, the teacher will help develop the students' vocabulary. The word wall is another resource that will develop oral and written vocabulary. Throughout the unit, students will learn how to access this resource and use it effectively.

Students will make text-to-self connections based on literature shared in the classroom through read alouds, guided reading and or independent reading. These connections will be the foundation of a bank of writing ideas. Students will self-select their topics from this bank to compose their pieces. They will begin to apply first grade conventions such as capitalization, punctuation, etc. Students will mimic their speech in their writing and also begin to mimic the language of books they are reading and hear.

Teachers and students will use rubrics in this unit. Rubrics are tools that are used to teach and to assess. Students will be involved in defining what constitutes quality work. Through the development of the rubric, students will be able to articulate the levels of quality. They will be able to describe *meeting the standard* as applying the elements of a the standard consistently and effectively within the piece, *exceeding the standard* as consistently and effectively lifting the level

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of language and deepening the use of strategies, and *approaching the standard* as applying the elements of the standards inconsistently and/or ineffectively.

Terminology used within the rubric should incorporate the language of the standard. The terminology must be explicitly taught and integrated in daily instruction. It would be helpful if the teacher was familiar with the Third Grade Writing Assessment Rubric. This rubric could possibly be used by the teacher to construct appropriate rubrics with his/her students in Grades 1 and 2.

Another focus of this unit will be speaking and listening skills. Students will learn how to give and receive positive and constructive feedback. Students will learn how to politely speak in pairs, small groups and large groups. Students will begin to learn public speaking skills by presenting their narratives at the authors' celebration.

**This Unit Framework is differentiated for:**

**Special Populations**

While it is impossible to forecast what types of students, personalities, and disabilities you may experience in your classroom, there are some general guidelines to keep in mind to make things easier on you and provide more successful learning opportunities for all of your students. The first thing to keep in mind is to **expect mastery**. Yes, mastery. Every student in your class can and will master some skills. Some will come with many skills already and will learn many more over the course of the year. Others will come with deficits and/or disabilities that cause them to have difficulty; however, each and every one can master skills based on assessment, planning, and assessment in a repeating cycle. By limiting the number of skills (as needed) and focusing on the most foundational ones, most students can leave your class competent in basic areas of reading and writing and will have a good basis from which to add new skills. The second thing to keep in mind is that you have many resources surrounding you: special education teachers, paraprofessionals, and facilitators, speech/language pathologists, ELL teachers, occupational and physical therapists, school psychologists, and veteran teachers, as well as literally thousands of books, journals, and other written media. Ask for help. The purpose of the recommendations/accommodations made within this unit is to spark ideas and **begin to build a “bag of tricks”** from which to draw as new challenges face you in the way of how to reach students with specific issues. This brings you to the third thing to keep in mind: **Differentiated Learning Sections – read them**. Many of the lessons you will find are conducive to supporting students at all levels; however, many suggestions have been made that might help you reach a child who is experiencing difficulty. The last thing to keep in mind is that education is inundated with acronyms, especially in the area of special education: SLT, IEP, FAPE, LEA, LRE, MIID, MOID, EBD, AUT, ASD, SLP, OHI, HI, VI, and on and on. Then, add acronyms that are related to SST, EIP and ELL. **Find out what the acronyms mean**; have someone make a list for you with a brief explanation.

**Subject**

- English Language Arts

**Topic**

- Reading/Writing/Listening, Speaking, Viewing

**Grade(s)**

- First Grade

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<p><b>Approximate Duration for the Unit Framework</b>            Nine Weeks. ((Even though this is a nine week unit in duration, instruction in the writing process and the use of conventions will continue throughout the year))</p>
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<p><b>Standards</b></p>
<p>ELA1W1 The student begins to demonstrate competency in the writing process. The student</p> <ul style="list-style-type: none"> <li>a. Writes texts of a length appropriate to address a topic and tell a story.</li> <li>b. Describes an experience in writing.</li> <li>c. Rereads writing to self and others, revises to add details, and edits to make corrections.</li> <li>d. Prints with appropriate spacing between words and sentences.</li> <li>j. Begins to use common rules of spelling.</li> <li>l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).</li> </ul> <p>ELA1R1 The Student demonstrated knowledge of concepts of print. The student</p> <ul style="list-style-type: none"> <li>a. Understands that there are correct spellings for words.</li> <li>b. Identifies the beginning and end of a paragraph.</li> <li>c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.</li> </ul> <p>ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student</p> <ul style="list-style-type: none"> <li>a. Reads and listens to a variety of texts and uses new words in oral and written language.</li> </ul> <p>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student</p> <ul style="list-style-type: none"> <li>a. Reads and listens to a variety of texts for information and pleasure.</li> <li>b. Makes predictions using prior knowledge.</li> <li>c. Asks and answers questions about essential narrative elements (e.g., beginning middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.</li> </ul>

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- d. Retells stories read independently or with a partner.
- f. Makes connections between texts and/or personal experiences.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.
- m. Recognizes and uses graphic features and graphic organizers to understand text.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

### Understanding and Goals

**Unit Understandings, Themes, and Concepts (provide concepts students should retain as a result of this unit)**

1. Writers use personal experiences as topics for narratives.
2. Narratives include setting, characters and plot.
3. Good writing has a clear beginning, middle, and end.
4. Speakers communicate in complete sentences.
5. Good listeners make comments and/or ask questions.
6. People learn new words from reading books, listening to books read-aloud and in conversations.
7. Good readers and writers read and write every day.
8. There is a process for a good retelling of a story.
9. Writing words is an extension of storytelling.
10. The word wall is a resource for writing.

### Primary Learning Goals or Essential Questions

#### Reading Essential Questions

1. How do we add new words to our vocabulary?
2. What are the key elements of a good story?

#### Writing Essential Questions

3. How do we find topics to write about?
4. How do authors develop setting, characters, and plot?
5. What are the key elements of a good story?

#### Listening/Speaking/Viewing Essential Questions

6. How do speakers communicate thoughts and ideas to listeners?
7. What makes a person a good listener?

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<b>Additional Learning Goals</b>					
<b>Balanced Assessments</b>					
<b>Method/types</b>	<b>Informal Observations</b>	<b>Dialogue and Discussion</b>	<b>Selected Responses</b>	<b>Constructed Responses</b>	<b>Self-Assessments</b>
<b>Description</b>	<p>Running Records</p> <p>Student-teacher conferences about writing and reading</p> <p>Observe student participation in class discussion and group interactions in Reading and Writing.</p> <p>Focus on how students are following the rules of engagement. <b>See attached rubric</b></p>		<p>Graphic Organizers: <u>Character Analysis</u></p> <p>Students will read independently and create a character web based on the main character of the story.</p> <p>The web will address the character's appearance, thoughts, actions, feelings, and dialogue.</p>	<p>Multiple formal reading assessments such as but not limited to (DRA) Developmental Reading Assessment, (QRI) Qualitative Reading Inventory</p> <p><u>Original Narrative Text</u></p> <p>Students will choose a personal experience to develop into a narrative. Students will apply author's craft to their pieces through revision. Students will use appropriate first grade conventions. Students will use appropriate speaking and listening skills as they share their completed narrative at an author's celebration.</p>	<p><u>Rules of Engagement Rubric</u></p> <p><b>See attached rubric</b></p> <p>Student created <u>Narrative Rubric</u></p> <p><b>See attached rubric</b></p>

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### Rules for Engagement

1. You actively listened to the speaker. You were thinking about what the speaker had to say. 😊 😊
2. You looked at the speaker. 😊 😊
3. You were respectful when you gave feedback to other students. You used words like I agree, I disagree, I am confused by, I have a question about, please, excuse me, and thank you. 😊 😊

Next steps:

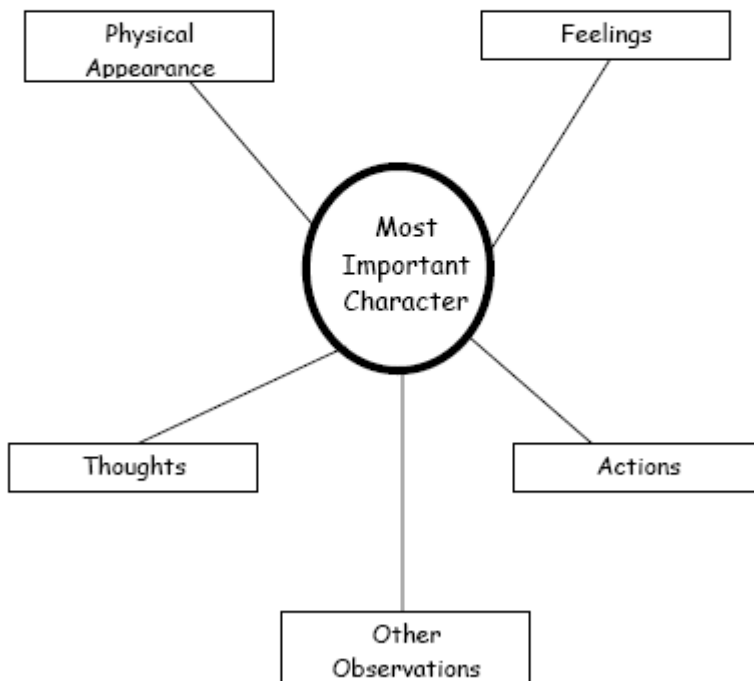
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### Character Analysis Chart

Title of the book \_\_\_\_\_

Character's name \_\_\_\_\_



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Unit Performance Task(s)				
<b>Unit Performance Task Title</b>				
Personal Experience Published Narrative				
<b>Description/Directions</b>				
<p>After learning the essential elements of narrative and exploring authors’ techniques to develop these elements, the students will self-select a topic to write about from their bank of personal connections. Over the course of a week, students will draft, revise and edit their narrative. The students will be given opportunities for peer and/or teacher feedback. Before publishing their narratives, students will self evaluate using the rubric created throughout this unit. Students will then publish their piece using a variety of materials. They will be taught explicitly how to present their piece in front of a group. To conclude the unit, the pieces will be shared at an author’s celebration.</p>				
<b>Rubric for Performance Task</b>				
Date	Criteria:	Approaching the Standard	Meets the Standard	Exceeding the Standard
Week 4	Setting	Setting not present in the piece or inferred	Clearly describes the setting using specific details	Clearly describes the setting using specific details that include more than two of the five senses
Week 6	Characters	Character is not fully developed	Character is developed including name (where appropriate) some element of physical appearance, thoughts, feelings, dialogue	Character is clearly developed using most of the strategies taught or use of an advanced strategy such as simile, metaphor, etc
Week 6	Dialogue	No dialogue present	Dialogue present	Dialogue present Characters participate in a conversation that moves the piece or describes the characters
Week 7	Sequence of events	Single event or loosely connected	Two or more events Linked together Transition words provide a natural flow	Two or more events Linked together Transition words provide a natural flow Use of a circular ending, thread back or any other advanced technique
Week 8	Sense of Closure	The End or no sense of closure	Applies one of the strategies for sense of closure	Applies an advanced strategy to develop sense of closure
Week 8	Engaging beginning	No clear beginning	Applies one of the strategies for engaging beginning	Applies an advanced strategy to develop sense of closure

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### Student Work Sample with Teacher Commentary

The following work samples and corresponding analysis, next steps, and commentary are meant to serve as **reference tools only**. They in no way imply that teachers must create this three part product for each piece of student work that they receive. While teachers are encouraged to analyze student work using the appropriate standards as a guide and plan instruction accordingly, a written product such as these examples is not always required. Teachers are strongly urged to share commentary with students regarding their work regularly throughout units or tasks. Feedback that occurs on a regular basis is most effective when delivered in “dollops”/small segments; this commentary can be delivered in a variety of formats including a verbal discussion. For more information regarding commentary, see the Georgia Performance Standards training module Day Seven (<http://www.georgiastandards.org/training.aspx>)

**Grade:** 1

**Level of Performance:**

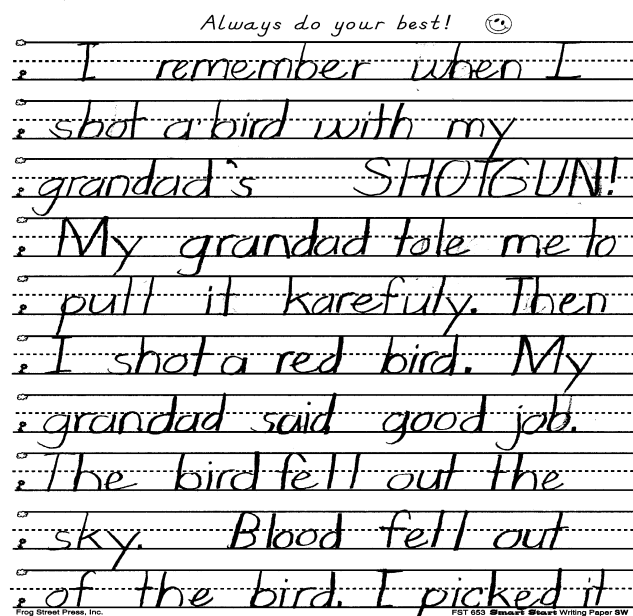
**Date of Task completion:** January 16, 2007

**Unit/Genre:** Narrative

**Title:** When I Shot a Bird

**Description/Directions:** After reading several books about family experiences, the students were asked to write a narrative about an experience with a family member. Students took their piece through the writing process over several days. Students conferred with a teacher on the elements of narrative writing.

**Circumstances of the Task:** Students worked independently with teacher feedback in writing conferences.



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### Analysis of the Work:

*(located under each standard(s) addressed)*

**Standards: ELA1W1 The student begins to demonstrate competency in the writing process. The students:**

- a. *writes texts of a length appropriate to address a topic and tell a story*
  - b. *describes an experience in writing*
  - d. *prints with appropriate spacing between words and sentences*
  - g. *begins to use personal pronouns (e.g., I, me, we, us)*
  - j. *begins to use common rules of spelling*
  - l. *uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months)*
- The piece is an appropriate length to tell the author's story.
  - The organization of his story is chronological. The reader is able to follow the story from the beginning when he is preparing to shoot the bird to the end when he reflects on how he felt after shooting the bird.
  - The writer uses the phrase, "I remember when..." to engage the reader and to let the reader know he is writing about a personal memory.
  - The writer provides a sense of closure when he tells the reader, "I never never want to do it again." This reemphasizes the previous statement, "I was SAD!" The reader is clear on the author's feeling about this experience.
  - The writer is beginning to use sensory details. He states, "I shot a red bird."
  - He is also attempting storybook language by using repetition when he says, "I never, never want to do it again."
  - He uses dialogue in the beginning of his story when he says, "My granddad said, Good job." This gives us some insight about the character of Grandfather. We can infer that the grandfather enjoys "hunting" and is proud of the grandson.
  - He appropriately used possessives in this narrative. For example, "my granddad's SHOTGUN!"
  - He is attempting to use author's craft. He uses all capital letters to show importance in two examples, "SHOTGUN!" and "SAD". This draws attention and emphasizes the words to the reader.
  - He has appropriate spacing between words and sentences.
  - He has applied the common rules of spelling. The words that are incorrectly spelled do not interfere with the content.
  - The punctuation and capitalization of this piece is appropriate and effective to narrative writing.

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### Next Step Instructional Plans

- Follow up on the author’s craft techniques the writer is attempting. He has attempted to include some sensory details. Discuss how he might include a wider range of sensory details. Talk about the five senses that he might include in the piece. Encourage revision.
- He also attempted the craft of all capital letters for emphasis. He used with the word shotgun and sad. Look at a variety of books where the author has used this craft effectively. Chart out the reasons the authors used the capital letters. Encourage the student to use this craft in future pieces.
- Encourage the student to share details about his feelings with the reader.
- Review the appropriate use of quotation marks for dialogue.
- Review transition words. Talk about how transition words help a story flow. Encourage student to use transition words in this piece as well as in other narratives.

### Commentary provided to the student (verbal or written)

Your narrative clearly describes the experience you had with your granddad. You begin by saying, “I remember when...” It engages me and makes me want to hear more about the experience.

The sequence of events helps me to visualize what took place that day. I can see the bird falling out of the sky and landing on the ground. I can see you bending down to pick it up. The events are clear and easy to follow.

Your use of all capital letter is a craft good authors use to show emphasis or importance. When you said, “I was SAD!” and capitalized each letter of the word sad, I knew that you felt extremely sad. You also used it when you told us you shot you granddad’s SHOTGUN. This leads me to think... you thought it was a really big deal to shoot a shotgun.

Your closing is effective. You said, “I never, never want to do it again.” This gives the reader a good sense of closure. It also lets us know more about you and your feelings.

### **Sequence of Instruction and Learning**

List and briefly describe the sequence of teaching strategies, teaching activities, and learning activities that will guide students to attainment of the intended standards.

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### Sequence of Instruction and Learning

#### Sequence of Activities, Tasks, and Assessments:

Week 1 and 2

1. Students will be assessed to determine reading levels as well as strengths and weaknesses. The assessment results will be used to determine appropriate texts for students as well as grouping for guided reading.

2. Teachers will explicitly teach students how to choose “just right” texts. The Five Finger Rule is one way to select the “just right” texts.

#### Five Finger Rule

(or book is “just right”/appropriate if the student can pronounce and understand all but one or two of the words and can retell most of what was read)

Teach students to utilize this method when selecting texts for independent reading.

3. The students will be immersed in quality literature through books to be read aloud, guided reading, and independent reading. The content of the literature should reflect experiences similar to those of the students. The purpose of immersing students in this literature is to provide them with a bank of possible story topics.

4. During these read aloud books, the teacher will model text-to-self connections and create a chart.

Sample Chart:

Title and Author

The Relatives Came by Cynthia Rylant

Text Personal Connection :

It was different going to sleep with all that new breathing in the house. I have a hard time sleeping when my papa snores at night!

5. Students will make text-to-self connections. The teacher will chart the students’ connections to the literature. Continue this process with a variety of narrative texts.

Sample Chart :

Title: Wilfred Gordon McDonald Partridge Author : Mem Fox

Sarah has a grandmother in a nursing home.

6. Students use drawings and/or words to communicate their connections to a variety of literature. This work may be stored in a pocket folder or notebook that can be referred to for future writing topics. Students practice making text-to-self connections with the books they are reading independently.

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7. During the closing of the lesson, several students will share their work. Fellow students will offer feedback in the form of a comment or a question about the work. Teacher will model how to appropriately give and respond to the feedback.

### **Week 3**

1. Teachers explicitly teach students the procedures for interacting with partners.
  - Rules for polite interactions like, “please, thank you, and excuse me”
  - Speak one person at a time
  - Look at the speaker
  - Adjust voice level to the setting
  - I agree or I disagree
2. Through a read-aloud, the teacher will make a connection that sparks a story. The teacher will model for students the process of telling a story. Then, the teacher will transfer the story to words using the same words used in the story-telling.
3. Over the course of the week, students will make connections to read-alouds and engage in story-telling with partners. During the closing of the lessons, several students will share their stories and receive feedback from classmates.
4. Students will begin to transfer their oral stories to written text.
5. The teacher will explicitly teach students how to retell a story.
6. As students begin to tell their own stories to support the writing process, they also begin to retell stories that are read-aloud to them, read with a partner, or independently.

### **Week 4 and 5**

1. Conduct mid-unit reading assessments to determine appropriate levels and grouping.
2. Teachers will model how to use literature, teaching charts, and prior connections made to texts to self-select writing topics.
3. Students write daily.
4. Teachers will continue to model the transfer of spoken stories to written stories through shared writing. The teacher will describe a common classroom experience in writing. The teacher will explicitly model appropriate spacing between words and sentences and spelling, capitalization, and punctuation rules.
5. Teachers will teach students strategies and resources for spelling unfamiliar words:
  - Stretching out words
  - Word wall
  - Anchor charts
  - Alphabet chart

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- Other books
- Use common spelling rules
- Circle the word and continue writing

6. Begin to explicitly teach the essential elements of a narrative text focusing on setting. Read several books that use illustrations and text to describe the setting. Create a chart that shows how the author appeals to each of the 5 senses to describe the setting.

7. Encourage students to use illustrations before they write to provide detail as they write to describe the setting.

8. Model a “public conference” with a student focusing on how to add details that help the reader visualize the setting (make sure you have the student's permission to share the work).

9. Begin to create the narrative rubric with students. Add the element of setting to the rubric. As a class, define what approaching the standard, meeting the standard and exceeding the standard looks like in a first grade piece referring to setting. Provide examples of work that are meeting standard for students to reference. Post chart throughout the unit. (See rubric attached to week

a.) Again, it would be helpful for the teacher to be familiar with the Third Grade Writing Assessment Rubric. This rubric could possibly be used by the teacher to construct an appropriate rubric for his/her students in Grades 1 and 2.

Date	Criteria:	Approaching the Standard	Meets the Standard	Exceeding the Standard
Week 4	Setting	Setting not present in the piece or inferred	Clearly describes the setting using specific details	Clearly describes the setting using specific details that include more than two of the five senses

### Week 6

1. Continue to explicitly teach the essential elements of a narrative text. Read texts noting how authors develop characters. Create anchor charts.

Sample chart:

Book Title: Stand Tall, Molly Lou Melon

Author: Patty Lovell

What the Text Says:

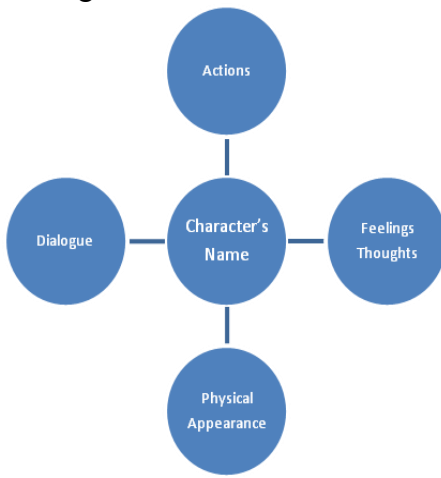
Molly Lou Melon stood just taller than her dog and was the shortest girl in 1st grade.

She sounded like a bullfrog being squeezed by a boa constrictor.

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2. Students will begin a new story or revise an old story using strategies good writers use to develop characters.

- Physical appearance
- Feelings
- Thoughts
- Actions
- Dialogue



3. During guided reading and independent reading, students will identify characters and create graphic organizers/representations of the characters in texts. They will also notice the strategies that the author uses to develop the characters. During the closing, students will share the strategies they noticed.

4. Continue creating the narrative rubric with students. Add the element of characters to the rubric. As a class, define what approaching the standard, meeting the standard, and exceeding the standard looks like in a first grade piece referring to characters. Provide examples of meeting for students to reference.

Return the chart to the wall.

A. Teacher will read-aloud books where the author has used speech bubbles to add dialogue. The Magic School Bus series by Joanna Cole is a good example. Encourage students to use speech bubbles in their stories.

B. Once students are effectively using speech bubbles the teacher will move to the more traditional way of writing dialogue. Read books like No David! By David Shannon or King Bidgood's in the Bathtub by Don and Audrey Wood.

C. Discuss words authors use for said and the connotations they give.

- \* Screamed
- \* Whispered
- \* Cried

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7. Students will notice dialogue in their independent reading and/or guided reading. Students may add to the chart: “Other Words for Said” as they come upon new words in their reading.

8. Continue creating the narrative rubric with students. Add the craft of dialogue to the rubric. As a class, define what approaching the standard, meeting the standard, and exceeding the standard looks like in a first grade piece referring to dialogue. Provide examples of work that are meeting standard for students to reference. Return the chart to the wall

### Week 7

1. The teacher will explicitly instruct students on how stories are organized with a beginning, middle and end. Refer back to the retellings from weeks 1 and 2. Examine the structure of narrative texts. The teacher will emphasize three major story parts, the beginning, middle, and end. An anchor chart “What Good Writers Do to Organize a Story” will result from discussions about the structures of a texts including:

- Transition words
- Think about beginning, middle, and end
- Ask “what happened first, next, then and last?”
- Ask if the story makes sense

2. The teacher will model the use of graphic organizers to plan during the pre-writing phase. Students will use the graphic organizers to plan for future stories.

3. Students will analyze books to be read aloud, guided reading texts and independent reading texts noticing the commonalities between the structures of the texts. Use graphic organizers to represent stories that students have read.

4. The teacher will read aloud a book and then model identifying the sequence of events. The teacher will use a graphic organizer to display the information.

5. Students will create graphic organizers to show the sequence of events in their independent readers. Some students will need extra guidance to identify the sequence of events. The teacher will work with these students in a guided reading group.

6. Students will read their original narratives to determine the sequence of events in their narratives. Stories should contain at least two events. Stories with less than two events need to be revised.

7. Continue creating the narrative rubric with students. Add the sequence of events to the rubric. As a class, define and show what first grade work is approaching the standard, meeting the standard, and exceeding the standard in reference to sequence of events. Provide examples for students to reference.

Return the chart to the wall. (See rubric attached to week 9)

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Date	Criteria:	Approaching the Standard	Meets the Standard	Exceeding the Standard
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Week 6	Characters	Character is not fully developed	Character is developed including name (where appropriate) some element of physical appearance, thoughts, feelings, dialogue	Character is clearly developed using most of the strategies taught or use of an advanced strategy such as simile, metaphor, etc
Week 6	Dialogue	No dialogue present	Dialogue present	Dialogue present Characters participate in a conversation that moves the piece or describes the characters
Week 7	Sequence of events	Single event or loosely connected	Two or more events Linked together Transition words provide a natural flow	Two or more events Linked together Transition words provide a natural flow Use of a circular ending, thread back or any other advanced technique

### Week 8

1. The teacher will provide students with examples of how good writers end their stories. This will take students beyond closing all stories with “the end.” The teacher will create an anchor chart that list the title of the book, how the story ends, and then name strategy that the author used to end the book.

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Possible strategies:

- Goes back to the beginning
- Contains the last event
- Leaves the reader with a good feeling
- Surprises the reader

2. Within independent reading, guided reading, and/or the teacher reading books aloud, students will note the closing and add to the chart.

3. Students will revise a story by adding an ending to the story that mimics a strategy an author uses. Several students share the endings that they crafted during the closing of the lessons.

4. Continue creating the narrative rubric with students. Add the craft of closure to the rubric. As a class, define what approaching the standard, meeting the standard and exceeding the standard looks like in a first grade piece referring to closure. Provide examples of meeting for students to reference. Return the chart to the wall.

5. The teacher will continue the process with how good authors begin their stories. She will read texts with a variety of beginnings that engage the reader. The teacher will chart the title of the book, beginning, and then name the strategy.

Possible Strategies:

- Dialogue
- Question
- Information that makes the reader curious

6. Within independent reading, guided reading, and/or the teacher reading books aloud, students will note the beginnings and add to the chart.

7. Students will revise a story by adding a beginning to the story that mimics a strategy an author uses. Several students share the beginnings that they crafted during the closing of the lessons.

8. Continue creating the narrative rubric with students. Add the craft of engaging beginning to the rubric. As a class define and show what work is approaching the standard, meeting the standard and exceeding the standard in reference to having an engaging beginning. Provide examples of work for students to reference.

Return the chart to the wall.

### Week 9

1. Conduct end of unit reading assessments to determine appropriate levels and grouping.

2. Students will demonstrate understanding of the elements of fiction by creating story maps that include setting, characters, and plot within their independent reader.

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3. Students will use the student created rubric to evaluate their original piece of writing.
4. The teacher will provide guidance and materials for publishing the original pieces of work. Students will include:
  - Cover with the title, author, illustrator and date of completion.
  - Illustrations
  - About the author (optional)
5. Teacher will explicitly teach how to read in front of a group of people. Create a chart. Such tips might include:
  - Read in a clear and strong voice.
  - Read at an appropriate speed that the reader can understand each word as well as keep the reader interested.
  - Pause after reading the title, and after the reading is complete to look at the audience.  
Smile!
  - Sit up straight and keep body still.
6. Students will prepare for author celebration by reading their pieces to a small group of peers. Peers will provide feedback in the way of praise or constructive criticism. Students will refer to the chart in #5. See peer coaching form.
7. Author celebration.

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### Web Resources (optional)

Throughout the narrative unit, students may want to learn more about some published authors. Many authors have their own web sites. Most web sites include a biography of the author, a list of books the author has written, and some have the author reading his or her texts. Here are just a few of the sites.

Kevin Henkes :<http://www.kevinhenkes.com/>

Robert Munch: <http://robertmunsch.com/>

Mem Fox: <http://www.memfox.com/welcome.html>

### Additional Elements

### Sample List of Appropriate Resources (optional)

Materials:

1. Chart paper
2. Chart markers
3. Chart Stand
4. Many great children's books
5. Writing paper (Have a variety available. See notes and reflections.)
5. Computers with programs that allow students to publish their work

Connections will build their bank of writing ideas. This is a sample list, but not limited to, of children's books first graders can easily make connections to.

Wilfrid Gordon McDonald Partridge By Mem Fox

Memories  
Experiences with older people

The Kissing Hand by Audrey Penn

Experiences with mother  
Experience-a time you had to do something you didn't want to do.

The Relatives Came by Cynthia Rylant

Experiences with extended family  
Experience- going on a trip

Up, Up, Down by Robert Munch

Experiences with family  
Experience- Not listening to your parents

Stand Tall Molly Lou Melon by Patty Lovell

Experience- being different, getting picked on  
Experiences at school

A Fine, Fine School by Sharon Creech

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<p>Experiences at school Experiences at siblings and pets <u>Owen</u>, Kevin Henkes Experience having something special that makes you comfortable <u>Chrysanthemum</u>, Kevin Henkes Experiences at school Experiences of being picked on <u>Julius, Baby of the World</u>, Kevin Henkes Experiences at siblings <u>Sheila Rae, the Brave</u> Kevin Henkes Experiences getting lost Experiences being brave <u>Fancy Nancy</u>, Jane O'Connor's Experiences with family Experience being embarrassed</p>
<p><b>What 21st Century Technology was used in this Unit Development Template?</b></p> <p><input type="checkbox"/> Web Site(s) <input type="checkbox"/> Graphic Organizing Software</p>
<p><b>Notes and Reflections</b> <b><u>Room Arrangement:</u></b></p> <p>The teacher will need to make decisions on how to arrange his/her room before he/she begins this class. The following are only suggestions:</p> <ol style="list-style-type: none"><li>1. Build a community. The teacher may want to create a community area where the students come to sit in the floor in front of the teacher. The teacher can have a special chair that both the teacher and the author (during author's chair) can sit in. Along with the special chair, the teacher will need to have the means to create a chart with the students. This area could also be placed close to instructional charts that are placed on the wall so that the students and teacher can refer to past lessons or the standard during the teaching time.</li><li>2. Cooperative learning groups: The teacher may choose to create pods of students to work together during the writing time. If the students are placed in a strategic matter and the students are taught what to say to each other, this type of arrangement can be very beneficial for students.</li><li>3. Material Collection: The teacher will need to have an organized procedure for the paper and pencils as well as where he/she chooses to keep the writing folders.</li><li>4. Chart Collection: The teacher will need to decide where he/she will hang charts or collect charts for the students to refer to during writing time. The teacher may select a certain wall or corner of the room to hang the charts or he/she may want to collect the charts on hangers and have them hanging in a special place in the room. However the teacher chooses to do this, the students will need to be taught this procedure and the charts need to be placed where the students can access them.</li></ol>

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5. Conference Area: The teacher will need to have a designated place to keep his/her conference materials. The teacher may also want to have a designated table or area that the students come to for the actual conference. The more organized this area is, the easier it will be for the teacher to conduct the conferences. If the teacher has to spend time cleaning off an area or looking for materials, then he/she will not have enough time to get an effective amount of conferences completed.

The issue of paper:

The type of writing paper that you give the students to write is an important decision. The students may need paper at the beginning of this unit that allows them to draw a picture before they write words. Drawing a picture of the story may assist the students with writing down the details of the story. As the students become more efficient with their writing, move on to paper that has thinner spaces between the lines. This will train the students to write smaller. (Students with exceptional needs will need to use paper that fits their needs!)

Any Rubric attached to this unit is an example. The teacher will need to build rubrics to best match his/her instruction and the appropriate needs of the children. The rubric attached to this unit is an example that can be used as a tool for teachers to see how they can create rubrics around the standards and how to collect data based on the standards. (Please add, change, or delete parts of the rubrics to best meet your needs). As always, it is important for the teacher to keep the language of the Georgia Performance Standards for Grade 1 in mind as you create rubrics with and for your students. Lastly, be familiar with the Third Grade Writing Assessment Rubric. It is important for every primary teacher to be aware of what students will eventually be expected to do on this important writing assessment.

Author's Chair:

Allowing the students to share their writing with their peers each day is an important part of writing. During this designated time the students gain many benefits. The students may read parts of their story or the entire story. This often helps to improve the self esteem of young writers. With self esteem and confidence in mind, remember that a student should not share if they do not feel comfortable. Allow the students to volunteer. After a few times, the students will be begging to share! Another benefit is that the students gain more knowledge and understanding of the writing standard and the elements that are taught along with the standard. The teacher will need to talk to the students about appropriate responses and even create a chart for the students to refer to during share time. The students will need to give positive feedback to the student that is sharing during share time. Their feedback needs to be specific. The benefit of teaching the students how to give feedback is that this activity teaches the students to think and to give complete answers that not only refer to the author's writing but to the standard too. A benefit for the teacher is that often the questions or comments that are made about the student's writing may give the teacher helpful ideas for future writing lessons.

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### **Guided Reading**

Irene Fountas and Gay Pinnell define Guided Reading in their book Guiding Readers and Writers Grades 3-6. They state that guided reading is an instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading is to meet the varying instructional needs of all the students in your class, enabling them to greatly expand their reading powers. Guided reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided reading occurs in a small group setting because the small group allows for interactions among readers that benefit them all. The teacher selects and introduces texts to readers, sometimes supports them while reading the text, engages the readers in discussion, and performs a mini-lesson after the reading. Sometimes after reading a text, the teacher extends the meaning of the text through writing, text analysis, or another learning activity. The lesson may also include work with words based on the specific needs of the small group.