

Graysville Elementary School
1st Grade Informational Writing, Social Studies, & Science Unit

Essential Standard(s):

ELAGSE1W2: **Write** *informative/ explanatory texts* in which they **name** a topic, **supply** some facts about the topic, and **provide** some sense of closure.

- This standard connects to science and social studies.
- This standard interconnects with SL6 (speaking complete sentences) which allows the student to express his/her thinking in all subject areas.
- This standard interconnects with L1j (writing simple sentences).

SSGSE1E4 **Explain** that people earn income by working and that they must make choices about how much to save and spend

SGSE1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.

- Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.
- Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
- Analyze data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)

Prior knowledge and skills:

ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly--use of nouns, verbs, and adjectives (not necessarily being able to name them)

ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or *speaking*. j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

- letter sounds
- invented spelling
- sight words
- say what you think, write what you say
- finger spacing

- capitalization/punctuation rules
- What is a sentence

SSE4

- Making choices

Essential Vocabulary:

ELA-from previous unit

- naming part/telling part
- asking sentence/question
- bossy sentence/command
- telling sentence/statement
- strong emotion sentence/exclamation
- capital letter
- period, question mark, exclamation mark/point (comma for extension)
- noun, verb, adjective
- connecting words
- compound sentence (two complete joining sentences)

ELA-new to this unit

- topic
- fact vs. opinion
- closing
- information, informational, informative, explanatory

SSE4

- Income
- saving/spending
- Career
- earn

Learning Targets

ELA-from previous unit

- I can speak/write complete sentences.
 - I can speak/write a telling sentence.
 - I can speak/write an asking sentence.
 - I can speak/write a sentence with strong emotion.
 - I can speak/write a command.
- I can use capital letters and punctuation correctly.
- I can expand a sentence to add detail.
- I can join two thoughts together when I speak.

ELA-new to this unit

- I can write to inform others about a topic.
 - I can introduce my topic.

- I can write facts about my topic.
- I can draw and label pictures to match the details.
- I can write a closing sentence.

SSE4

- I can explain how people work to earn income.
- I can explain that people must make choices about how to save and spend.

Assessment Plan

Description of Summative Assessment & Proficiency:

-Students can write an informational piece in which they name a topic, list at least 3 facts about a topic (with 1-3 details about each fact,) and include some closure. (7ish sentences)

- named topic in the beginning & gets reader's attention
- told about different parts on different pages (part by part) (3-5 pages)
- wrote an ending
- used some form of labels and words to give facts
- used strategies such as word chunks & word wall to try to spell words
- used spaces between words, capital letters, ending punctuation, and commas in dates & lists

-Summative based on Lucy Calkins rubric & proficient examples.

Pre-assessment Plan:

-Give students a page with a writing box and lines. Don't give much information, just ask them to write about penguins or polar bears. Ask for 5 sentences. Use the pre-assessment to determine where students are currently and where we need to already begin re-teaching and enriching.

Tentative Date for Formative/Summative:

- Pre-assessment:
 - give during the week of January 20-24
- CFA 1:
 - teach week of 1/27 & 2/3 - complete CFA by 2/12 for analysis on 2/18
 - LEARNING TARGETS:
 - ELA: I can write facts about a topic.
 - ELA: I can draw and label pictures to match my facts.
 - Social Studies: I can explain how people work to earn income.
 - CFA: What are different ways that people earn income? What careers do people have? What do they do as part of that career? Choose 3-5 ways that people earn income. Write at least one fact about each way.
 - RETEACH: During these two weeks continue to re-teach as needed for complete sentence, capitalization, and punctuation based on pre-assessment data and data from L1j.

- EXTEND: Challenge students to include more details/facts about ways to earn income. Use data from pre-assessment to determine who is ready for extension.
- CFA 2: Seasons
 - Complete CFA by 3/2 for analysis on 3/3
 - CFA: What are the seasons like? Write at least two facts about each season.
 - LEARNING TARGETS: (to be determined based on CFA 1 data)
 - RETEACH:
 - EXTEND:
- CFA 3: Weather (types of weather) (extension on extreme weather & water cycle)
- CFA 4: Animals
- CFA 5: Plants
- Summative: give by end of April

Mini-lessons

Before CFA #1

- Fact vs. Opinion
- Tree Map for Planning
- Non-Fiction Text Features (pictures with labels/captions)
- Careers