Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 1	English Language Arts-Writing		You've Got Mail

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	First Quarter	Punctuation, capitalization, Writing left to right, basic sight words, phonemic awareness

Unit Description: Writing friendly letters for different purposes

Standards: Common Core State Standards for ELA	**Strand:** Writing Standards **Cluster**: Text Types and Purposes **Standard**: #2 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.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The students will write a letter to parents detailing a school event.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Mastery is set at 80%. Students can earn a maximum of 6 points. Students must earn a score a 5 for mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Cronin, Doreen, and Betsy Lewin. Click, Clack, Moo: Cows That Type. New York: Little Simon, 2010. Print. Writing map (Appendix A), pencils, paper, overhead projector, story map, organizational chart, sample letters, envelope, stamps, mailing addresses for students.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline Each lesson is expected to take approximately 45 minutes	Click Clack Moo *Key Vocabulary:* purpose, sequence, event, closing, *Learning Context:* Large group discussion about writing letters and their purpose. *Materials*: Book "Click Clack Moo" by Cronin and Lewin. *Objective*: Students will identify the purpose, sequence of events (order), and closing of a letter. *Introduction*: The class will be in large group setting for a read aloud of the book "Click Clack Moo." The teacher will read the book and bring attention to the cows' written letter to the farmer, including the letter purpose, sequence of events, and closure. *Instruction and Practice:* Following reading, the teacher will project three sample letters on the board. First letter, teacher will model by identifying purpose, sequence signal words, (order), and closure in the letter with	Paving the Way *Key Vocabulary:* Brainstorming, Story Map, Topic Sentence *Learning Context:* Large group discussion and brainstorming. Teacher will have a writing map on overhead for students to complete as a group. *Materials*: Story Map Overhead Projector Overhead marker *Objective*: Students will participate in class brainstorming and organizational writing assignment. *Introduction*: As a large group, the teacher will re-introduce and review the book "Click, Clack, Moo" with students. The teacher will review by asking questions about the purpose of the cows' letter writing. The teacher will then introduce the assignment of writing a letter to the principal to ask him for new pencils for the classroom.	Letter to the Principal *Key Vocabulary*: punctuation, format, greeting, body of letter *Learning Context:* Teacher will model with whole group instruction on writing a letter, using appropriate formatting, capitalization and punctuation throughout. *Materials*: Pencil, Paper, Document Camera or overhead projector, Envelope *Objective*: Students will participate in a whole class writing activity *Introduction:* As a large group the teacher will model to the class letter writing. She will refer back to the book for students to have input. The teacher will put the writing map that the class completed the previous day on the overhead. The students will utilize the writing map to create the letter. Punctuation will be emphasized. *Instruction and Practice:*	Click Clack Moo, Two *Key Vocabulary* Sequence of events, first, next, last, summary *Learning Context*: Students will work in small groups *Materials:* pencil, paper, writing map *Objective:* Students will work in small groups to write a summary of "Click, Clack, Moo" *Introduction*: The teacher will demonstrate what a summary is by "summarizing" one of the day's events. She will include a topic sentence, two details about what happened, and a conclusion. She will then invite students to orally "summarize" another event of the day. Next, she will separate the class into three groups who will write a summary of "Click, Clack, Moo." The summary needs to include a topic sentence and two details i The teacher will provide cues and models for temporal vocabulary for the summary.	A Letter Home *Key Vocabulary:* post office, address, relative *Learning Context:* Individual student work typing a personal letter to a relative. *Materials*: Organizational chart, lined paper, envelope, stamps, personal addresses *Objective:* Students write and mail a personal letter to a relative. Letter is sequenced appropriately with some details and contains a sense of closure. *Introduction:* The teacher will begin by encouraging the class to brainstorm school events to write home about. The teacher will write class ideas on the board during discussion. The teacher will instruct the class to write letters to parents or guardians about one school event. *Instruction and Practice:* The letters are to include a topic sentence,

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	class thumbs up (agree), thumbs down (disagree) activity. The second letter teacher will call on students to identify purpose, sequence signal words (order), and closure in the letters. Finally, teacher will have students underline the above objectives in the third sample letter. *Review and assessment*: The teacher will check for understanding as students work independently on the third letter.	*Instruction and Practice*: The teacher will guide the class in a brainstorming session followed by a prewriting activity using a story map. The teacher will call on students to fill out the story map using beginning, middle, and end to organize their letter (sequencing). A topic sentence will include the purpose for writing the letter. *Review and Assessment:* The teacher will review the writing map with the class.	The teacher will write the letter on a piece of blank lined paper. He/she will write the letter using the document camera so the students can follow as she writes. The teacher will use cues and models to help the students connect the writing map to the letter. The teacher will guide the students by asking questions about content and asking questions about punctuation and capitalization. *Review and Assessment* Following letter completion, the students will point to the greeting and topic sentence (beginning), body with supporting details (middle), and conclusion (end) of the letter.	*Instruction and Practice:* The teacher will provide cues and models for content and structure as needed to the groups. She will also encourage the students to discuss ideas with each other. *Review and Assessment*: The teacher will ask groups to share their summaries by displaying them on the board for all to read.	sequence of events with some details (beginning, middle, ending) and a conclusion. Students may use the story map for prewriting their letter. The teacher will check for student understanding, providing cues as needed. *Review and Assessment:* The teacher will formally evaluate the letters for content and organization following a rubric.

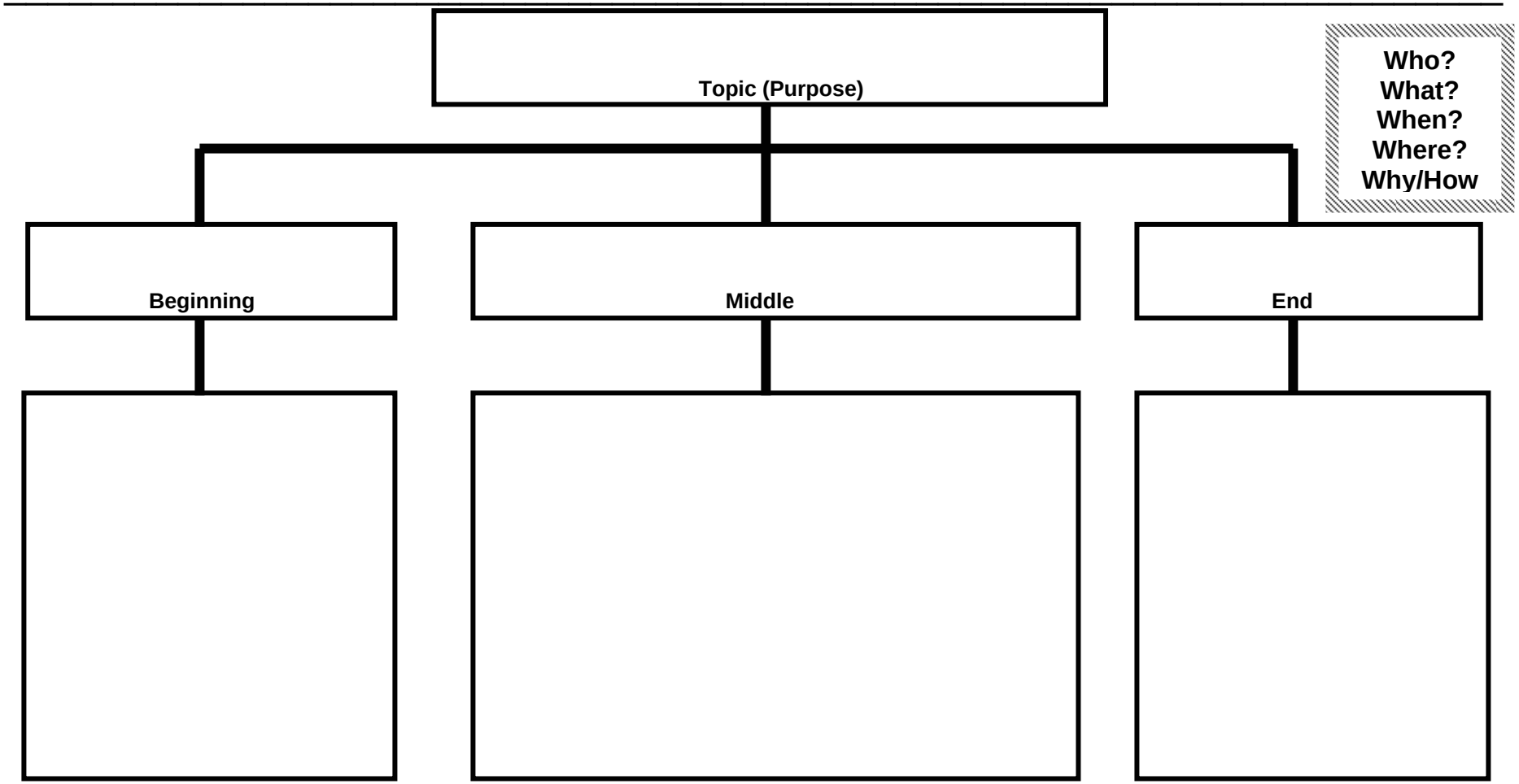
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	*Instruction and Practice*: The students will identify purpose, sequence signal words, and closure in sample letter with class thumbs up (agree), thumbs down (disagree) activity. The students will then underline the purpose, sequence signal words, and closing in a letter independently.	*Instruction and Practice*: With cooperative learning, the class will complete the details in the story map. The teacher will guide students in completing the map. The map includes a topic sentence (purpose), a beginning, middle, and end (sequence with details), and a conclusion (closing).	*Instruction and Practice:* The letter will be composed as a class persuading the principal that the class needs new pencils. The students will use the writing map as a guide to the letter. Students will input ideas and supporting detail from their map.	*Instruction and Practice:* Students will work in groups to compose a summary of the story. The students will need to include a topic sentence, two details about what happened, and a conclusion.	*Instruction and Practice:* The students will use an organizational chart to create an informative letter. The letters are to include a topic sentence, sequence of events with some details (beginning, middle, ending) and a conclusion. The students will address and stamp the envelope for mailing with the aid of their teacher.

Summative Assessment: The students will use an organizational chart to create an informative letter. The letters are to include a topic sentence, sequence of events with some details (beginning, middle, ending) and a conclusion.

Appendix A

Topic Sentence: _____

_____



(Feelings/Connections)

Conclusion Sentence: _____

_____

Approved 03/14/2011

Dear _____,

_____

_____

(Beginning)

_____

_____

_____

(Middle)

_____

_____

_____

(End)

From,

_____

Scoring Rubric

	1	2	3
Organization and Content	Topic was not maintained throughout the writing sample. There is no or minimal sequence of events or supportive details used.	Topic was maintained within a beginning, middle, and end. Minimal story events were included.	There is a clear introduction, body, and conclusion. There are supportive details and descriptions of events with a logical sequence.
Conventions	Spelling, grammar, and punctuation errors are noted. No sequence vocabulary is noted.	Minimal spelling and punctuation errors are noted. Some sequence vocabulary was used.	Letter contained appropriate grammar and punctuation. Sequence vocabulary was used. High frequency words were spelled correctly.