

## Overview for Grade 1 Unit 1, *Small Moments: Writing with Focus, Detail, and Dialogue*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Writing Small Moment Stories with Independence</b>				
1	Lives Are Full of Stories to Tell	Channeling Children toward Writing Productively	Writers Do the Best They Can and Move On	Writing Small Moments Like Mentor Authors
2	Planning for Writing: Writers Touch and Tell, Sketch, then Write	Support Independence So That You Can Teach	Sketches Help Writers Remember What They Were Going to Write	Setting Up for Ongoing Writing
3	Using Pictures to Add On	Support Writers in Revising Finished Work and Rehearsing New Work	Using Strong Feelings to Generate Story Ideas	Revising More with Revision Strips
4	Stretching Words to Spell Them: Hearing and Recording All Sounds	Supporting Writers as They Problem Solve Words	Using the Word Wall to Write Words and Check Spelling	Ways to Spell Words
5	Zoom In: Focusing on Small Moments	Supporting Students as They Write More Focused Narratives	Writers Stay in the Moment—Even at the End	Looking to Mentor Texts to Add Detail to Our Writing
6	Partnerships and Storytelling	Channel Partners and Small Groups to Increase Support	Partners Also Help <i>During</i> Writing Time	Rereading and Anticipating a Partner's Questions
7	Reading Our Writing Like We Read Our Books	Helping Writers Use Spelling Strategies	Writers Are Readers of Their Own Writing, Fixing Words and Meaning as They Read	Celebrating Growth as Writers and Setting New Goals
<b>BEND II: Bringing Small Moment Stories to Life</b>				
8	Unfreezing Our Characters and Our Writing	Helping Children Write with Greater Volume and Detail	Writers Have Ways to Get People in Stories to Talk	Letting Readers Know When Someone Is Talking
9	Telling Stories in Itsy-Bitsy Steps	Supporting Elaboration	Writers Act Out and Tell Bit by Bit	Capturing Stories and Telling Them across Our Fingers
10	Bringing What's Inside Out: Making Characters Think and Feel	Inviting Students to Not Just Tell, but to <i>Show</i> Their Characters' Feelings	Balancing Making Characters Move and Talk with Making Them Think and Feel	Writers Have Lots of Ways to Bring Stories to Life
11	Letter to Teachers: Using Drama to Bring Stories to Life			
12	Using Familiar Words to Spell New Words	Supporting Writers in Working with Parts of Words, Rather than Just Letters	Writing Part by Part, not Letter by Letter	Word Solving Independently
13	Letter to Teachers: Editing: Capital Letters and End Marks Help Readers			
<b>BEND III: Studying Other Writers' Craft</b>				
14	Studying a Story to Learn Ways the Author Makes It Special	Helping Writers Use Audience and Purpose to Decide Which Craft Moves to Emulate	Finding Another Writing Move to Emulate	Noticing Craft Moves in Our Writing
15	Trying Out a Craft Move from a Mentor Text: Writing with Exact Actions	Coaching Small Groups in Using Exact Action Words	Partners Story-Tell Twice, the Second Time for More Precise, Exact Action Words	Trying Out Another Found Craft Move
16	Trying Out a Craft Move from a Mentor Text: Writing with Pop-Out Words	Supporting Writers Using Craft Moves through the Writing Process	Writers Draw Their Letters to Show Us What Words Mean	Reading Aloud to Revise
17	Letter to Teachers: Turning to Other Mentor Texts			
<b>BEND IV: Fixing and Fancying Up Our Best Work</b>				
18	Using All We Know to Revise	Supporting Writers with Different Types of Revision	Stretching Out the Most Important Parts of Stories with Details	Sharing Revision Work
19	Editing with a Checklist	Supporting Students in Their Editing Work: Spelling and Conventions	Trying Tricky Words a Few Times before Deciding which Way to Write Them	Partners Can Be Editors
20	Making Books Ready for the Library	Providing Specific Support with Publication Preparation	Writing Blurbs to Tell Readers What a Book Is All About	Rehearsing
21	Letter to Teachers: A Celebration			