

# Grade 1 ▶

## Unit One

### PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

| MECHANICS  | ACQUAINTANCE & ANALYSIS                           |
|--|---|
| <input type="checkbox"/> Capitalization: Beginning of Sentence ▲ | <input type="checkbox"/> Expository: Comparison   |
| <input type="checkbox"/> Capitalization: <i>I</i> ▲              |   |
| <input type="checkbox"/> Capitalization: Place Names ▲           | WRITING ON DEMAND                                 |
| <input type="checkbox"/> Punctuation: Sentence End Marks ▲       | <input type="checkbox"/> ongoing, all disciplines |

### GENRE FOCUS

Expository: Comparison

### NOTES

The emphasis in this unit is on developing collaborative comparison paragraphs focused on two experiences. However, you may want to begin by having students compare concrete objects. As you lead the collaborative sessions, encourage the students to structure their analysis—e.g., identifying similarities first, then differences. Also, increasingly engage the students in forming the sentences for a paragraph. Use questioning to help them put the words together into complete thoughts. Support their efforts, but give them increasing responsibility for the paragraph.

Since the paragraphs will be collaborative, the unit provides a good opportunity to guide students through using the rubric as a guide for improving writing. As you review a paragraph, consult the rubric and engage the students in figuring out which achievement level best describes the paragraph's current state. Then engage them in figuring out what to do to move it to the next level of achievement. Again, support as needed but engage the students in the thinking as much as possible.

### PATTERN STATEMENT

*We can tell what's alike and what's different when things are put side by side*

### ADDITIONAL NOTES

The pattern, *We can tell what's alike and what's different when things are put side by side*, can be illustrated by showing students an item (e.g., a stuffed animal) and then placing the item into a paper bag. Then, a different item could be pulled from the bag. The teacher can act like it's the same item. When the students protest that it is a different item, the teacher can ask them why they think so. This can be repeated several times (EX-ex). The teacher and students can then discuss the following questions (EX-co):

- What happened? What did I (the teacher) do?
- What made you think the second item was not the same as the first?
- How would you know if I pulled the same item out twice in a row? How would you know if I pulled a different item out?

Using additional questioning, the teacher can then guide students to recognize the pattern: *We can tell what's alike and what's different when things are put side by side* (EX-el). The EXperience strand can conclude with students identifying examples of things they have compared from their own experiences (e.g., different kinds of candy, flavors of ice cream, toys) (EX-ap).

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Expository:  
Comparison

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| <b>EXPOSITORY: Comparison</b>   |   |  |   |
|---|---|--|---|
| Definition  |   | Objective  |   |
| Describes similarities and differences between two topics to clarify an understanding of each   |   | With teacher prompting and support, students write, as a class with the teacher taking dictation, a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).  |   |
| Rubric  |   |  |   |
| EXEMPLARY   | PROFICIENT  | ADEQUATE   | NOT YET   |
| <ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences.</li> <li>▶ Writing flows with no examples that read like a list,<br/>AND</li> <li>▶ Writing focuses on important details. No unimportant comparisons/contrasts are presented.</li> <li>▶ Additional revisions may minimally improve the text.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences.</li> <li>▶ Writing mostly flows with few examples that read like a list,<br/>AND/OR</li> <li>▶ Writing focuses mostly on important details. Only a couple unimportant comparisons/contrasts are presented.</li> <li>▶ Additional development or revision could slightly improve flow of the paragraph and/or the selection of details to include.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences.</li> <li>▶ Writing reads like a list—e.g., "This is like this, but that is like that" repeated multiple times,<br/>AND/OR</li> <li>▶ Writing highlights unimportant comparisons/contrasts.</li> <li>▶ Additional development or revision could improve flow of the paragraph and/or the selection of details to include.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences.</li> <li>▶ Additional development or revision could significantly improve the paragraph's content and/or structure.</li> </ul> |

**PRACTICE TEXT**

yesterday I went to the post office and the grocery store in smithtown. I bought some things i needed at both places When i wanted to buy those things, I had to stand in line and wait my turn. at both places, a nice worker took my money and gave me the things I had bought. I liked how the people who worked in both places were friendly

they have some things that are the same, but the post office and grocery store are different places. at the grocery store, I bought the food I needed. at the post office, I bought the stamps I needed Also, the grocery store is much larger than the post office, and it sells many different things. I can buy all kinds of food, tissues and paper towels, and even flowers at the grocery store. the post office only sells things that help me send letters or packages through the mail

I'm glad both the grocery store and post office are nearby I can always get what I need with just a short drive from my house

**A POSSIBLE REVISION**

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

Yesterday I went to the post office and the grocery store in Smithtown. I bought some things I needed at both places. When I wanted to buy those things, I had to stand in line and wait my turn. At both places, a nice worker took my money and gave me the things I bought. I liked how the people who worked in both places were friendly.

They have some things that are the same, but the post office and grocery store are different places. At the grocery store, I bought the food I needed. At the post office, I bought the stamps I needed. Also, the grocery store is much larger than the post office, and it sells many different things. I can buy all kinds of food, tissues and paper towels, and even flowers at the grocery store. The post office only sells things that help me send letters or packages through the mail.

I'm glad both the grocery store and post office are nearby. I can always get what I need with just a short drive from my house.

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