



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 1

<p>Unit Name: How Writers Work/ Crafting a Personal Narrative</p> <p>Resource: Writer's Workshop, Schoolwide</p> <p>Duration: 4-6 Weeks</p>			
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers have a purpose for writing. • Writing is a multi-stage process. • Writing is a reflective process. 			
<p>Essential Question</p> <ul style="list-style-type: none"> • What do personal narrative writers think about and do when generating their ideas? 			
<p>Focus of Standards</p>			
<p>Student Outcomes Immersion: Interactive Read Alouds Day 1: I can connect storytelling to personal narratives. Day 2 (HWW): Use IRA Lesson 3 and Puddles to model sensory details and create a craft chart so that students can emulate writer's craft. Day 3:</p>	<p>Skills</p>	<p>Assessments</p>	<p>Resources</p>
	<ul style="list-style-type: none"> • Text and Genre Features/Structure • Purpose/Meaning • Craft/Style • Drafting • Organization 	<p>Formative</p> <ul style="list-style-type: none"> • Where Are My Students in the Writing Process? • Student Performance 	<p>Mentor Texts (How Writer's Work)</p> <ul style="list-style-type: none"> • <i>I Am an Artist</i> • <i>I Like to Be Little</i> • <i>Ish</i> • <i>Puddles</i>

I can explore how personal narratives use realistic details and first person narrators.

Day 3:

I can learn how writers tell stories using details and emotions.

Day 4 (HWW):

I can discover how writers and illustrators have their own style and voice.

Day 5:

I can explore how personal narratives can record important moments and special memories from my life.

Mini Lessons

Generating Ideas 1 (HWW)

I can recall information from special moments in my life using pictures and words.

Generating Ideas 2 (HWW)

I can identify emotions and recall when I felt them.

Generating Ideas 3

I can identify a special place in my writing and drawing.

Generating Ideas 4

I can include descriptive details and temporal words from beginning to end.

Selecting (Refer to both PN and HWW)

I can select a topic to begin drafting.

Drafting 1 & 2 (Use both PN and HWW)

I can plan my story and use pictures and words to match my thinking.

Revising 1 (Use both PN and HWW)

I can reread my draft to make sure my writing is interesting and clear for readers.

Editing (Use HWW and PN)

I can develop an editing checklist to assist in writing well.

- Metacognition
- Conventions and Grammar
- Editing
- Self-Monitoring
- Self-Correcting
- Publishing
- Routines and management
- Writing with independence
- Writing with stamina
- Storytelling
- Writing with focus and organization
- Elaborating

Checklist

- Conference questions specific to each lesson in the How Writer's Work unit of study
- Also see **Student Forms** for additional assessment opportunities

Summative

- Student Self-Reflection
- Standards-Based Writing Rubric used to assess final piece of writing
- EVAL: used to assess and monitor progress and performance
- Family Member Interview (Forms)
- Editing Checklist

Benchmarks

- Student Reflection
- What Have I Learned

Alternative

- Accept limited handwritten work with illustrations
- Detailed conference notes

- *Written Anything Good Lately*

Mentor Texts (Personal Narrative)

- *Diary of a Spider*
- *Do Like Kyla*
- *I Love My Hair!*
- *The Keeping Quilt*
- *Little Nino's Pizzeria*
- *My Big Brother*
- *My Little Island*
- *My Steps*
- *My Visit to the Aquarium When I Was Five*

Digital Texts

- *RAZ Kids*
- *Storyworks*

Teacher Resources

- *Let's Celebrate* (Professional Article/Teacher Reference)

Student Forms

- *Paper Choices*
- *Family Member Interview*
- *Self-Assessment*
- *What I Have Learned*

Classroom Library Materials

- *Writer's Notebooks*

<p>Publishing 1 I can create a thoughtful title to give readers a preview of my story.</p> <p>Publishing 2 I can include details about myself to personally connect with readers.</p> <p>Student Self-Reflection I can reflect on how I have grown as a writer.</p>		<p>showing progress of modified work</p>	<p>or Folders</p> <ul style="list-style-type: none"> ● Dictionaries ● Publishing Materials ● Pens/Pencils (for writing, revising and editing) ● Markers ● Paper (a variety of choices) ● Student's Drafts ● Chart paper ● Teacher's Story Sample ● Word Lists ● Sticky Notes <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> ● Wilson Foundations
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NJ Student Learning Standards (2016)

Writing Standards

Text Types and Purposes

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3: 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.

Production and Distribution of Language

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed

W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Language Standards

Conventions

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

b. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

c. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).

d. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

e. Use frequently occurring adjectives.

g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Usage

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing

flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

NJSLS Technology Standards

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources

Interdisciplinary Connections and Activities

- Students will search for pictures or Clip Art on the computer to use in their “How to Writing” 8.1.2.A.1, 8.1.2.A.2
- Students use the classroom writing center to illustrate original ideas and stories, emulating authors from mentor texts. 8.1.2.B.1
- Students will explain in words “How to” apply properties as strategies to add and subtract. 1.OA.B.3

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

<p align="center">Modifications to Support Gifted and Talented Students</p>	<p align="center">Modifications to Support English Language Learners</p>	<p align="center">Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<p>Higher level texts and mentor texts that address the same enduring understanding as the How Writer's Work unit of study.</p> <p>Students can respond to the story / <i>Like to Be Little</i> by drawing and writing what they like about being little.</p> <p>Students create their own sequence map for creating a story.</p> <p>Students have the option of publishing more than one piece in the How Writer's Work unit of study</p> <p>Work with partners using What Have I Learned in collaboration to provide feedback.</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</p> <p>Students can research authors of the mentor texts in the How Writer's Work unit of study.</p> <p>Students can begin tasks using anchor charts without wait time</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>With students review or identify the five senses for the first time in English for students. Have various objects available that afford students the opportunity to experience them with their senses. Make a five-columned chart to list words that describe these objects through the five senses experience.</p> <p>Use different tones, body language, or other consistent cues to emphasize the character who is speaking.</p> <p>Model and encourage students to join you on London's great adventure by acting out the vivid actions described in the story while reading it aloud again: cuddle, walk outside, breathe deep, look at the sparkle, follow baby rivers, puddle-jump, mud sucks-slup, kneel, hop, flop, plop, flap, applauding, bow, turn, slog, suck mud-slup, skip, wiggle, and puddle-jump.</p> <p>Explain how we use "ish" in our everyday language. "Ish" means kind of, sort of, or a little bit. Have students repeat words and phrases using -ish words.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the first grade How Writer's Work unit</p> <p>Supply students with Anchor Charts: Writing Workshop Guidelines: Doing Our Best Work, I Like to Be Little Because..., Visualizing, Writing ABC Chart, Helpful Hints, Picking an Ideas to Publish, Learning From our Mentor Texts, Questions Writer's Ask Themselves, Take a Look at the Cover, Let's Celebrate Together Revision Suggestions: Tape or staple charts in to writer's notebooks</p> <p>Partially complete How Writer's Work graphic organizers such as Special Little Moments, and Sequence map for Drafting a Story.</p> <p>Extra time completing tasks, checklists and other tasks in this writing unit.</p> <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the How Writer's Work unit of study.</p> <p>Provide samples and model each step of the writing process as needed.</p>

<p>Students can write about a different experience or emotion.</p> <p>Have student make an emotion poster showing a variety of feelings.</p>	<p>Students may benefit from a sentence starter or framed sentence to help guide their writing. You may begin with, "I like to be little because ___."</p> <p>As you are modeling the discussion that the partnerships will have to help one another select their writing, record a list of questions and comments that are effective at keeping the conversation focused and directed on the task. Examples include: "What are the different ideas you have in your folder?" "Which one did you pick to write more about?" "Why did you pick that idea?" "You have some great ideas!" Having examples of questions and comments readily available will help students to be active in their conversations with their partners during the Engage portion of the lesson.</p> <p>Model the types of questions that partners can use when discussing their cover designs with one another. Use the language structure: verb "to be" + pronoun + going to, as this expresses a plan. Examples include: "What is your title going to be?" "What colors are you going to use?" "How big are your letters going to be?" "What or who are your illustrations going to show?" "Where are you going to put your pictures and words on the page?" Also model the response (pronoun + verb "to be" + going to), "I am going to ___." You may want to write the questions and response starter so they are available for students to refer to when engaged in their partnerships.</p> <p>After the lesson, pull a small group of students together and model how to</p>	<p>Oral response options to be provided for assignments calling for students to produce written responses connected to How Writer's Work.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the How Writer's Work unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require writing.</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the How Writer's Work unit.</p> <p>*Also see modifications for English Language Learners.</p>
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	<p>complete the entire checklist with a piece of writing, using your own or one of your students' pieces.</p> <p>Explain and discuss vocabulary terms, such as "to try one's best," "audience," "being proud of your work," and "feelings."</p> <p>Have sentence starters available when students state what it felt like to publish their first piece (I felt ___ when I published my first piece. I liked ___. It was difficult to ___).</p> <p>Access to word/picture banks to reference in during writing</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary.</p> <p>*Also see modifications for students with IEPs/504s and At-Risk Learners</p>	
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Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>

