



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 1

<p>Unit Name: All About Books: Nonfiction</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"> • How do writers produce longer, more detailed All About Books? 			
<p>Focus of Standards</p>			
<p>Student Outcomes Immersion: Interactive Read Alouds Day 1 I can examine why authors of nonfiction write texts that teach. Day 2 I can explore the many features that all-about books have in common. Day 3</p>	<p>Skills</p>	<p>Assessments</p>	<p>Resources</p>
	<ul style="list-style-type: none"> • Writing for readers:nonfiction • Purpose/Meaning • Early Literacy • Listening and Responding 	<p>Formative</p> <ul style="list-style-type: none"> • Where Are My Students in the Writing Process? • Learning From Our All About Books • Conference 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>Animals in the Desert</i> • <i>An Earthworm's Life</i> • <i>Fire Trucks</i> • <i>The Lifecycle of a</i>

I can understand how writing informative texts begins with asking questions, researching, and finding answers.

Day 4

I can understand different ways to research.

Day 5

I can understand that all about books have facts and at times, include opinions of the writer.

Mini Lessons

Generating Ideas 1

I can brainstorm nonfiction topics of interest.

Generating Ideas 2

I can reflect on topics I love learning about to generate ideas for my nonfiction all-about book.

Generating Ideas 3

I can consider nonfiction topics that I have prior knowledge and information about to generate ideas.

Selecting

I can select one topic for my nonfiction all-about book.

Collecting 1

I can think about what I know and what I want to know to help me research my topic.

Collecting 2

I can record details about my topic and create diagrams to make my book more meaningful and informative.

Drafting 1

I can create a Table of Contents to plan the order of how information will be presented in my all-about book.

Drafting 2

I can examine how authors present their pictures and words to create a pleasing design.

Drafting 3

I can decide what visuals to include in my all-about book.

- Research
- Metacognition
- Table of Contents
- Craft/Style
- Revision
- Editing
- Publishing
- Self-Monitoring/Self-correcting
- Using domain-specific vocabulary
- Revising and editing
- Goal setting
- Drafting/Organization
- Text and Genre Features/Structure

questions specific to each lesson in the All About Books unit of study

- What I Really Know (form)
What I've learned and What I've Taught (form)
- See all **Student Forms** for additional assessment opportunities

Summative

- Standards-Based Writing Rubric: Text Type; Informational/ Explanatory Gr 1
- What I've Learned and What I've Taught
- Nonfiction: All About Books Grade 1 Student Performance Checklist
- My All About Books Editing Checklist
- Edit This Page

Benchmarks

- Draft,
- Edited draft
- Final piece

Alternative

Frog

- *Life in an Ocean*
- *Mammals*
- *Move!*
- *Storms!*
- *The Vegetables We Eat*
- *Why Do Horses Neigh?*

Digital Texts

- *RAZ Kids*
- *Storyworks*

Teacher Resources

- *Writing Samples*

Student Forms

- *Learning From Our All-About Books*
- *Finding Features Scavenger Hunt*
- *Finding Features Scavenger Hunt (Adapted)*
- *Wondering About Our World*
- *What I Really Know*
- *My Final Selection*
- *My Diagram of ____*
- *Sample Paper*
- *Extra Visual Paper Choices*
- *My Two Hooks*
- *The End*
- *Words to Know*
- *My Revision Checklist*
- *Our End*

<p>Revising 1 I can engage my reader with an interesting hook.</p> <p>Revising 2 I can revise my ending using techniques from the mentor texts.</p> <p>Revising 3 I can utilize a revision checklist to make sure I included features of nonfiction text.</p> <p>Editing 1 I can choose appropriate end punctuation marks.</p> <p>Editing 2 I can use a checklist to edit for spelling, capitalization and punctuation.</p> <p>Publishing 1 I can create a thoughtful title and cover illustrations to engage readers.</p> <p>Publishing 2 I can create a meaningful dedication, special thanks, and about the author page.</p> <p>Student Self-Reflection I can reflect on on what I have learned about this genre and about myself as a writer.</p>		<ul style="list-style-type: none"> ● Accept limited handwritten work with illustrations ● Detailed conference notes showing progress of modified work ● Accept drafts as final piece 	<p><i>Punctuation Marks</i></p> <ul style="list-style-type: none"> ● <i>Edit This Page</i> ● <i>My All-About Book Editing Checklist</i> ● <i>About the Author</i> ● <i>Special Thanks and Dedication</i> ● <i>What I've Learned and What I Taught</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> ● Writer's Notebooks or Folders ● Dictionaries ● Publishing Materials ● Pens/Pencils (for writing, revising and editing) ● Markers and sheets of paper ● Other all-about books from the unit and/or your own classroom library ● Paper choices ● Chart paper ● Sample paper (forms) ● Students' Drafts <p>Additional Materials</p> <ul style="list-style-type: none"> ● <i>Video and slideshow on Steve Jenkins's website showing the process he used to create the</i>
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			<p>illustrations for the book Move! If possible, show your students these items before the read and note how and where her found his research.</p> <ul style="list-style-type: none"> • Other all-about books from the unit and/or your own classroom library • Students' Writing Folders with the research (questions and answers, diagrams) they collected and their Table of Contents • Create an anchor chart titled "How Does It End?" before the lesson. (Use the Appendix "How Does It End?" as a model; You do not have to include all of the mentor texts.) <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Foundations
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NJ Student Learning 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 Writing

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.

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

.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.)

Conventions

L.1.1: Demonstrates command of the conventions of grammar and usage when writing or speaking.

a. Print upper and lower case letters.

b. Use common, proper and possessive nouns.

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

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

e. 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*).

f. Use frequently occurring adjectives.

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

h. Use determiners (e.g., articles, demonstratives).

- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

L.1.2: Demonstrates command of the conventions of capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- 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.
- b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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 Nibbles because she nibbles too much because she likes that*).

NJSLS Technology Standards

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

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

Interdisciplinary Connections and Activities

- Students may research a nonfiction topic incorporating science topics. Earth's Place in the Universe 1-ESS1
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-2.
- Students can use the internet to search for illustrations to use in their Non-Fiction books. 8.1.2.A.2

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

CRP6 Demonstrate creativity and innovation

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

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Nonfiction texts available at a Level of G through K to accompany All About Books nonfiction unit of study</p> <p>Students write down three to four interesting facts they learned including labeled illustrations.</p> <p>Create a diagram of the life cycle of a frog or other species using books or internet research for reference.</p> <p>Have students create a verb chart with illustrations (anchor chart paper) for the classroom.</p> <p>Students choose a biography on their reading level and answer who, what, when, where and why questions.</p> <p>Have students choose a topic and teach the class about what they have learned.</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>Adapted student form of Finding Features Scavenger Hunt! prompts ELL/ELD students to locate common nonfiction text features as they read and explore a variety of books.</p> <p>Prepare ahead of time a diagram of the life cycle of a frog for students to discuss and possibly label in order to reinforce vocabulary understanding.</p> <p>After reading <i>The Life Cycle of a Frog</i>, create visuals for the "Features of All-About Books" anchor chart as a reference for English language learners.</p> <p>See the Appendix "Finding Features Scavenger Hunt! (Adapted)," which is an adapted version of the Appendix "Finding Features Scavenger Hunt!" (see Guided Practice). When students complete "Finding Features Scavenger Hunt! (Adapted)" and share their responses, model the responses using the sentence stem "I found the ___ at the ___."</p> <p>Complete on only the When, What, Where portion of the Wondering About Our World form.</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 All About Books unit.</p> <p>Supply students with anchor Charts: Features of All-About Books (or adapted version), Fact Vs. Opinion (teacher reference), My Final Selection, My All About, Our End Punctuation Marks Idea, Visuals in All-About Books, Extras in All About Books. Tape or staple into student notebooks for easy reference.</p> <p>Revision Suggestions: Tape or staple charts in to writer's notebooks</p> <p>Prepare ahead of time a diagram of the life cycle of a frog for students to discuss and possibly label in order to reinforce vocabulary understanding.</p> <p>Partially complete All About Books graphic organizers such as Wondering About Our World, Learning From Our All About Books, What I Love and Why, Nonfiction All About Ideas, My Final Selection, My Diagram of ____, Table of Contents, and My Two Hooks Extra time completing tasks, checklists and other tasks in this writing unit.</p>

	<p>Verbs are an important part of language growth. As an additional activity, students can make a verb book with their own illustrations. They can add verbs from other mentor texts as well.</p> <p>Prior to the reading, teach the question words "who," "when," "where," "how," and "why" using a key visual for each word to help students remember that "who" can be a person or an animal, "when" is a time, etc. Have students generate questions in their first language to get them thinking, and then have them attempt to ask the questions in English. Create strategic partnerships so that the English language learners are paired with students who can model asking questions.</p> <p>The concepts of "category" and "topic" are important as they have many applications. To develop the idea of "category" and "topic," scaffold students by comparing a category to a box labeled "animals" and that inside the box would be specific animals. Add an image of a closed box next to "Category" and an image of an open box next to "Topics" on the Appendix "Nonfiction All-About Ideas."</p> <p>Continue to use the picture of an open box for the word "topic." Use the sentence stem "I like ___ because I want to be a/an ___" or "I like ___ because ___."</p> <p>Review the word "fact," reminding students of its opposite, "opinion." Knowing what something is <i>not</i> will enhance students' learning.</p> <p>Have students think about three to five things they could teach to a friend about their topic</p>	<p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the All About Books unit of study.</p> <p>Provide samples and model each step of the writing process as needed.</p> <p>Oral response options to be provided for assignments calling for students to produce written responses connected to All About Books.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the All About Books 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 All About Books Nonfiction unit.</p> <p>*Also see modifications for English Language Learners.</p>
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to ensure they already know something about their choice. When the students are working with a partner, they can use the sentence stem "I am going to teach you about ___." Using their fingers, they can teach three to five things.

Revisit the idea of a Table of Contents and check for comprehension by asking students if the word "table" means a reading table or other surface.

After the "Engage" portion of the lesson, work with students in a small group. Ask students to circle words they think are misspelled. Reinforce phonics work as the group works together to correct the words. Read with students the first item on the editing checklist and give students time to edit their work for capital letters. When students have completed the task, have them edit for the next item—subtitles and headings. Continue with names of people and places.

*Also see modifications for students with IEPs/504s and At-Risk Learners

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>

