



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 1

<p>Unit Name: Mem Fox Author Study</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 Questions</p> <ul style="list-style-type: none"> • How does studying Mem Fox help me as a writer? • How does knowing the difference between realistic fiction and personal narrative writing help me to choose my topics? 			
<p>Focus of Standards</p>			
<p>Student Outcomes Immersion: Interactive Read Alouds Day 1: I can identify how Mem Fox lets readers into her heart through emotions. Day 2: I can understand how Mem Fox uses sensory images to bring readers inside the story.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Making Connections/ Schema • Listening and Responding • Metacognition • Purpose/Meaning 	<p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Where Are My Students in the Writing Process? • Mem Fox Author Study Grade 1 	<p>Resources</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>Harriet, You'll Drive Me Wild!</i> • <i>Koala Lou</i> • <i>Night Noises</i> • <i>Sleepy Bears</i>

<p>Day 3: I can understand how Mem Fox creates strong characters through actions and dialogue.</p> <p>Day 4: I can identify rhyme, rhythm, and repetition in a story.</p> <p>Day 5: I can understand how Mem Fox writes to get a big idea across to the reader.</p> <p>Day 6: I can identify which Mem Fox stories made a lasting impression.</p> <p>Mini Lessons</p> <p>Generating Ideas 1 I can write about experiences from my life to be like the characters from Fox’s books.</p> <p>Generating Ideas 2 I can identify two different purposes for writing.</p> <p>Generating Ideas 3 I can recognize that artifacts hold memories and write a narrative that is inspired by an artifact from my life.</p> <p>Generating Ideas 4 I can show not tell how the character is feeling by describing their actions.</p> <p>Generating Ideas 5 I can identify the dreams and wonderings in my mind.</p> <p>Selecting I can select a topic to begin drafting.</p> <p>Drafting 1 I can emulate the author’s writing by asking questions to begin my story.</p> <p>Drafting 2 I can include temporal words in my story to signal event order.</p> <p>Drafting 3 I can write like Mem Fox to give my story a sense of closure.</p> <p>Revising 1</p>	<ul style="list-style-type: none"> ● Text and Genre Features/Structure ● Craft/Style ● Early Literacy ● Listening and Responding ● Metacognition ● Drafting/ Organization ● Revision ● Editing ● Self-Monitoring/Self-Correcting ● Read like a writer ● Write like Mem Fox ● Write with stamina ● Write descriptively ● Write with independence 	<p>Student Performance Checklist</p> <ul style="list-style-type: none"> ● My Pattern Story (form) ● Also see other Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> ● Standards-Based Writing Rubric Text Type: Narrative Grade 1 ● Self-Reflection: Mem Fox Author Study ● Mem Fox Author Study Grade 1 Student Performance Checklist <p>Benchmarks</p> <ul style="list-style-type: none"> ● Drafts ● Edited Drafts ● Words I Changed (form) <p>Alternative</p> <ul style="list-style-type: none"> ● Character study project with rubric ● Accept limited handwritten work with illustrations ● Detailed conference notes showing 	<ul style="list-style-type: none"> ● <i>Sofie</i> ● <i>Tough Boris</i> ● <i>Where is the Green Sheep?</i> ● <i>Whoever You Are</i> ● <i>Wilfred Gordon McDonald Partridge</i> ● <i>Zoo-Looking</i> <p>Digital Texts</p> <ul style="list-style-type: none"> ● <i>RAZ Kids</i> ● <i>Storyworks</i> <p>Teacher Resources</p> <p>Student Forms</p> <ul style="list-style-type: none"> ● <i>In My Opinion . . . - Mem Fox</i> ● <i>Writing Like a Write-Mem Fox</i> ● <i>Big Book Emotion Template</i> ● <i>In My Dreams...</i> ● <i>My Pattern Story</i> ● <i>Words I Changed</i> ● <i>Word Cards: Listen for the Rhythm</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) ● Paper choices
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<p>I can practice finding and using the right words.</p> <p>Revising 2 I can reread my writing to listen for the rhythm of my words.</p> <p>Editing I can develop an editing checklist to assist in writing well.</p> <p>Publishing I can create a title to give readers a preview of my story.</p> <p>Student Self-Reflection I can reflect on the purposes behind the narratives Mem Fox writes.</p>		<p>progress of modified work</p> <ul style="list-style-type: none"> • Self Reflection: Mem Fox Author Study 	<ul style="list-style-type: none"> • Chart Paper • Cover Paper • Sticky Notes • Sample Editing Checklist • Self-Reflection: Mem Fox Author Study <p>Additional Materials</p> <ul style="list-style-type: none"> • Student Drafts • Cut out the cards from the Appendix "Word Cards: Listen for the Rhythm." <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Foundations
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<p>NJ Student Learning Standards (2016)</p> <p>Text Types and Purposes</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Production and Distribution of Writing</p> <p>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.</p> <p>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.</p> <p>Research to Build and Present Knowledge</p> <p>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).</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p>

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.)

Language Standards

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

a. Print all 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: Demonstrate 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.

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.D.1 Develop an understanding of ownership of print and nonprint information

Interdisciplinary Connections and Activities

- Demonstrate appropriate behavior when collaborating with others. Students will partner and engage in book talks by the author. 6.1.4.D.1
- Visual Art Students will study illustrations in mentor texts and recognize how art is part of everyday life. 1.2.2 D

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

CRP1 Act as a responsible and contributing citizen and employee

CRP6 Demonstrate creativity and innovation

CRP9 Model integrity, ethical leadership and effective management

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>Student reads books by authors similar to Mem Fox (for example: David Martin, Nicola Smee, Anita Lobel, Emma Dodd, Lenny Hort, Martin Waddell, Cynthia Rylant et al.)</p> <p>Begin a list of character traits from Mem Fox and authors named above</p> <p>Independently create a Venn Diagram to</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>Teach the following words to help with their comprehension: pesky, yell, mess, and silence. You might ask students to brainstorm things that a</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 Mem Fox unit.</p> <p>Supply students with Anchor Charts such as <i>Character Traits, Me Bag, Artifacts and Memories, Problems and Solutions Planner, My Pattern Story, A</i></p>

<p>compare and contrast two favorite books by Fox.</p> <p>Choose classmates to narrate and take part in acting out <i>Sleepy Bears</i> as Reader's Theatre.</p> <p>Gather the Mem Fox books and determine if she included who, what, when and where.</p> <p>Choose a Mem Fox or similar author book and write an alternate ending.</p> <p>Students make a bulletin board or anchor chart of favorite words or phrases of Mem Fox.</p> <p>Have students create lists of stronger words for simpler ones. Display in class. (happy, sad, nice, etc.)</p> <p>Using a dictionary or online reference, students discover and record describing words (adjectives)</p>	<p>pesky child might do and chart their responses. Other words can be acted out or discussed as you read the book.</p> <p>During small-group work, teach students the concept of rhymes and rhythm. You might use songs, poems, or nursery rhymes to help students hear the rhythm and to develop vocabulary, fluency, and oral language.</p> <p>Ask students to share where their family is from. Use a globe to point out the countries. Teach students the following words: world, hurts, joys, same, and different. Have students talk about one way they are different from other people they know (e.g., they speak a different language).</p> <p>During the read, you might provide students with the following sentence stems to help them respond to questions:</p> <ul style="list-style-type: none"> ● Children are just like me because ___. ● All children ___. ● Mem showed us this by ___. <p>During independent writing time, English language learners may add pictures first to help them express their ideas on their graphic organizers.</p> <p>A small group of students draft a shared writing piece. Together they choose a topic to write about and</p>	<p><i>Way to Begin, Drafting, Adjective Anchor Chart, and Different Types of Endings.</i></p> <p>Revision Suggestions: Tape or staple charts in to writer's notebooks.</p> <p>Have students keep a list of stronger words as a resource.</p> <p>Partially complete Mem Fox Graphic Organizers such as <i>Question Words, Word Cards and listen for the Rhythm.</i></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 Mem Fox unit of study.</p> <p>Provide samples and model each step of the writing process as needed.</p> <p>During small-group work after the lesson, students write three different endings together for their shared writing piece. Students to pick their favorite ending.</p> <p>Oral response options to be provided for assignments calling for students to produce written responses connected to Mem Fox.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Mem Fox 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>
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	<p>create a beginning that answers who, what, when, and where.</p> <p>*Also see modifications for students with IEPs/504s and At-Risk Learners</p>	<p>Provide wait time to allow students to process orally presented information and questions relating to the Mem Fox unit.</p> <p>Using My Word book or other age appropriate dictionary, students find and record describing words (adjectives).</p> <p>*Also see modifications for English Language 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>