



BOE Approved 8/18

# Cliffside Park Public Schools

## Writing: Grade 1

**Unit Name:** Poetry

**Resource:** Writer's Workshop, Schoolwide

**Duration:** 4-6 Weeks

### Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

### Essential Questions

- How can I write poetry about the world around me?
- How do poets use their five senses and visualizing to write poetry?

### Focus of Standards

#### Student Outcomes

#### Immersion Read-Aloud Workshops

#### Day 1

I can learn what poets write about and understand the genre of poetry

#### Skills

- Listening and Responding

#### Assessments

#### Formative

- Our Five Senses Student Worksheet

#### Resources

#### Mentor Texts

- *A Jar of Tiny Stars: Poems by NCTE*

<p><b>Day 2</b> I can explore poetic devices such as rhyme and alliteration.</p> <p><b>Day 3</b> I can recognize where poets get ideas and what subjects inspire poetry.</p> <p><b>Day 4</b> I can identify imaginative ways poets bring objects to life by giving them human qualities and voices.</p> <p><b>Day 5</b> I can consider how poets place words on a page.</p> <p><b>Generating Ideas</b></p> <p><b>Day 1</b> I can use sensory details to describe an image I observe.</p> <p><b>Day 2</b> I can generate ideas for writing by using a line from the mentor poems.</p> <p><b>Day 3</b> I can recognize that poets choose words with similar sounds to create a musical effect.</p> <p><b>Day 4</b> I can explore ways to include personification into my writing about common objects.</p> <p><b>Day 5</b> I can consider how imagery in poems inspires mental pictures and motivates my writing.</p> <p><b>Day 6</b> I can write poems about topics that inspire me.</p> <p><b>Selecting Ideas</b> I can select two ideas I am excited about and want to develop into finished poems.</p> <p><b>Drafting 1</b> I can organize details into lists to craft my poem.</p> <p><b>Drafting 2</b> I can strengthen the organization of my poem by</p>	<ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Recall information</li> <li>• Engaging in discussion</li> <li>• Using print concepts</li> <li>• Labeling</li> <li>• Illustrating</li> <li>• Read like a writer</li> <li>• Writing stamina</li> <li>• Writing descriptively</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on My Work</li> <li>• Conference Questions from Poetry Writing Unit of Study</li> <li>• See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Standards-Based Writing Rubric Text Type: Narrative Grades 1</li> <li>• Rubric for Grade 1 Poetry: Teacher Assessment of Student Performance</li> <li>• Reflecting on My Work</li> <li>• Two finished pieces</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Use of and progress on Student Forms</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Observation and Anecdotal notes on participation and progress</li> <li>• Acceptance of drafts and illustrations</li> </ul>	<p><i>Award Winning Poets</i></p> <ul style="list-style-type: none"> <li>• <i>On the Wing</i></li> <li>• <i>Little Dog and Duncan</i></li> <li>• <i>Splish Splash</i></li> <li>• <i>Honey, I Love</i></li> <li>• <i>Under the Sunday Tree</i></li> <li>• <i>Dirty Laundry Pile: Poems in Different Voices</i></li> <li>• <i>Spectacular Science: A Book of Poems</i></li> <li>• <i>All the small poems and fourteen more</i></li> <li>• <i>Pieces: A Year in Poems &amp; Quilts</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>• <i>RAZ Kids</i></li> <li>• <i>Storyworks</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>• <i>Our 5 Senses Student Worksheet</i></li> <li>• <i>When I Close My Eyes</i></li> <li>• <i>Words That Inspire Me</i></li> <li>• <i>If I Were a _____</i></li> <li>• <i>Dusty's Poem</i></li> <li>• <i>My Mental Picture</i></li> <li>• <i>Page From My Poem Book</i></li> <li>• <i>My List Poem</i></li> <li>• <i>Things I Love</i></li> <li>• <i>My Story Poem</i></li> </ul>
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including a beginning, middle, and end.

**Revision 1**

I can identify details used by the poets I read and then revise my draft to add details.

**Revision 2**

I can make decisions about the look and sound of my poem by using line breaks and placement of words.

**Editing**

I can use a checklist to edit for spelling, capitalization and punctuation.

**Publishing**

I can illustrate my poem to enhance the visual appearance.

**Evaluation**

I can complete a self assessment questionnaire to reflect on how I have grown as a writer.

- Reflections

- *Storm (Version 1/2)*
- *My Poem and Illustration*

**Classroom Library Materials**

- Writer's Notebooks or Folders
- Dictionaries
- Publishing Materials
- Pens/Pencils (for writing, revising and editing)
- Paper
- Chart Paper
- Sticky Notes

**Additional Materials**

- Lee Bennett Hopkins's "How?" from *Spectacular Science* and "Babbling Brook" from Joan Graham's *Splish Splash*
- Create a table display of a variety of natural and common objects. Worth's poems offer good suggestions like coins, pebbles, shells, acorns, safety pins, strings, keys, etc.
- "By Myself" from

			<p><i>Honey, I Love</i> by Eloise Greenfield</p> <ul style="list-style-type: none"> <li>• "Summer Song" by John Ciardi (p. 45) and "Recess" by Lilian Moore (p. 50) from <i>A Jar of Tiny Stars</i> by Bernice Cullinan (Ed.)</li> <li>• "The Brave Ones" from <i>Under the Sunday Tree</i> by Eloise Greenfield</li> <li>• "Crash!" and "Sit!" and one other poem of your choosing from <i>Little Dog and Duncan</i> by Kristine O'Connell George</li> </ul> <p><b>Word Study, Spelling, and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Wilson Foundations</li> </ul>
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**NJ Student Learning Standards (2016).**

**Writing**

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

**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**

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

**SL.1.1.A** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.1.1.B** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**SL.1.1.C** Ask questions to clear up any confusion about the topics and texts under discussion.

**SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information

**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.

**Language**

**L.1.2.A** Capitalize dates and names of people.

**L.1.2.B** Use end punctuation for sentences.

**L.1.2.C** Use commas in dates and to separate single words in a series.

**L.1.2.D** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**L.1.2.E** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Key Ideas and Details**

**RL.1.1** Ask and answer questions about key details in a text.

**Craft and Structure:**

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**Range of Reading and Level of Text Complexity**

**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**NJSLS Technology Standards**

**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

**Interdisciplinary Connections and Activities**

- Invite students to complete the Appendix "Things I Love" for homework. Have them fill in the heart with a written or drawn list of details about something or someone they love. CRP6
- Students will present completed works of art based on poetry in exhibition areas inside and outside the classroom. 1.2.2 D.
- Demonstrate appropriate behavior when collaborating with others and sharing poetry. 2.2.2.C.1

**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"><b>Modifications to Support Gifted and Talented Students</b></p>	<p align="center"><b>Modifications to Support English Language Learners</b></p>	<p align="center"><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<p>Students will explore other poets and keep track of poems and authors by using a chart/or Google Doc.</p> <p>Explore reading poetry at (Level H &amp; Above).</p> <p>Visiting websites and learning more about the poets they have been studying.</p> <p>Have students explore how poets explore personification and lifelike qualities in poems such as <i>“Scarecrows Dream, The Red Gloves, or Broom.”</i></p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Use a picture walk to activate students’ prior knowledge about poetry.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Visuals and illustrations to be used for comprehension of Poetry Unit of Study terms.</p> <p>Word/picture bank available for students’ reference.</p> <p>*Also see modifications for students with IEPs/504s and At-Risk Learners</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 Poetry unit</p> <p><b>Supply students with Anchor Charts:</b>  <i>What Famous Writers Say About Poetry, Recipe for a Poem, Our Poets’ Inspiration, Our Five Senses Chart Model, Dusty’s Poem, How Poets Select Hot Topics, Writing Sample (Storm), and Ideas for Publication &amp; Celebration</i>                      Suggestions: Tape or staple charts in to writer’s notebooks</p> <p><b>Partially complete Poetry graphic organizers such as</b> A Picture of a Poem in my Mind, When I Close My Eyes, Picture a Poem,</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 Poetry 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 the Poetry unit of study.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Poetry 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>*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>

