



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	First Grade Writing Curriculum- Units of Study in Opinion, Information and Narrative Writing				
<b>Grade Level(s):</b>	1				
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>
<b>Course Description:</b>	<p>The Units of Study curriculum is a writing workshop based curriculum designed according to research based principles utilizing the gradual release of responsibility model of teaching. Lessons follow similar progressions of explicit instruction, demonstration, guided practice with scaffolding, to independent work with feedback provided through mini-lessons, conferences, small group sessions and class shares. There are four Units of Study corresponding to the four marking periods: Narrative – Small Moments; Opinion – Writing Reviews; Information – Non-fiction Chapter Books; and Narrative – Writing Fiction from Scenes to Series.</p>				
<b>Grading Procedures:</b>	<p>Pre-Assessments (On-Demand Performance Assessments) conducted prior to each Unit of Study and Post-Assessments conducted at the completion of each Unit of Study:</p> <ul style="list-style-type: none"> <li>• For Narrative Writing (refer to page 182 in Writing Pathways)</li> <li>• For Information Writing (refer to page 128 in Writing Pathways)</li> <li>• For Opinion/Argument Writing (refer to page 86 in Writing Pathways)</li> </ul> <p>Scoring Procedures:</p> <ul style="list-style-type: none"> <li>• Primary Scoring Rubric (CD-ROM)</li> <li>• Learning Progression (Writing Pathways pp. 82, 124, 178)</li> <li>• Student Checklists (Writing Pathways pp. 90, 132, 186)</li> </ul> <p>**For Additional Performance Assessments and Scoring Rubrics see Writing Pathways, CD-ROM, and also refer to the “Assessment” section in “Reference Binder”</p>				

**Primary Resources:**

Writing Units of Study Complete Kit Consisting of:

- Narrative, Information, Opinion, and Fiction Units
- Writing Pathways (Grades k-5) text
- A Guide to the Common Core Writing Workshop (Primary Grades)
- If...Then...Curriculum (Assessment Based Instruction)
- Trade Book Texts: Night of the Veggie Monster, Sharks, Henry and Mudge and the Happy Cat
- CD-ROM (Here you will have access to student samples, anchor charts, checklists, and scoring rubrics)

Additional Materials:

- Reference Binder
- Conferring Toolkit
- Teacher selected materials (i.e. student writing folders)

**Washington Township Principles for Effective Teaching and Learning**

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

Ellen Calandra

**Under the Direction of:**

Beth Neiderman

**Written:** \_\_\_\_\_ **August 2016****Revised:** \_\_\_\_\_**BOE Approval:** \_\_\_\_\_

**Unit Title:** Small Moments- Writing with Focus, Detail and Dialogue (Narrative) – Unit 1

**Unit Description:** Students will be writing narrative, small moments stories with details, including showing action, dialogue and internal thinking. Students will be encouraged to build stamina through writing booklets of three to five pages and build rigor by completing up to four booklets per week. Students will learn to be brave and resourceful word solvers and learn to stretch out and elaborate their written texts. Students will work toward meeting CCSS W.1.3, writing narratives in which they recount two or more sequenced events, use temporal words to signal event order, and provide some sense of closure. They will study and emulate mentor authors and texts to write with greater volume and detail. They will use checklists to revise and edit their work to prepare for publication celebrations.

**Unit Duration:** 1<sup>st</sup> Marking Period (approximately 45 days)- 21 sessions. Time is allotted to take more than one day per session, as needed. See also, Part One of the “If...then.. curriculum” manual for additional units of study, as time allows.

### Desired Results

**NJSLSA Standard(s):**

**Essential:** Writing: W.1.3; W.1.5;W.1.7; W.2.3

Reading: RFS1.2; RFS1.2.c,d;RFS1.3

Speaking/Listening- SL1.1; SL1.2; SL1.3;SL1.4

Language- L.1.2.b,d,e;L.1.5.d

**Secondary:** Writing: W.1.6; W.1.8

Reading: RL1.1;RL1.3;RL1.4;RFS1.2;RFS1.4b

Speaking/Listening: SL1.5;SL1.6

Language: L.1.1;L.1.6

**Indicators:**

- Students will write narratives in which they recount two or more sequenced events, use temporal words to signal event order and provide closure.
- Students will use mentor authors to emulate craft moves such as- pop out words, ellipses and exact action words.
- Students will use all they know to edit and revise using a checklist and spelling strategies learned.

**Understandings:**

*Students will understand that...*

- Writers lives are full of stories to tell, write and sketch.
  - Writers stay in the moment to add details to stories.
  - Writers stretch words to spell and use spelling strategies.
- Writers “unfreeze” characters to talk;tell stories bit by bit and bring “inside out” to show feelings.
- Writers emulate author’s craft moves: exact action words, pop out words and ellipses, to make writing more interesting.
- Writers use all they know to revise writing by using a checklist for the purpose of celebrating completed work.

**Essential Questions:**

- How can I write small moments stories with independence?
- How can I bring small moments stories to life?
- How can I use mentor author’s craft moves to make my writing better?
- How can I fix up my work to make it more interesting and understandable to my audience?

## Assessment Evidence

### Performance Tasks:

#### Daily Tasks

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

#### Performance Tasks

- “On-Demand Writing”
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

### Other Evidence:

Anecdotal records, student checklists, teacher conference notes, quick writes, dated pieces to note progression of skills

**Benchmarks:** On demand Post Assessment, unit 1 as noted in Writing Pathways pp. 182 (Narrative), and also, as described in the Writing Binder.

## Learning Plan

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes

**Share:** Approximately 5-10 minutes

**Learning Activities:** Throughout the unit writers will...

#### Plan for writing:

- Touch and tell stories across pages of writing booklets.
- Turn and talk to a partner

#### Draft their writing:

- Sketch pictures across pages to add details to stories
- Use partner as needed to add more.

#### Revise their writing:

- Revise and add more by asking Who? Where? When? What? How?.
- Use spelling strategies; slide through, snap words, word wall and using little words to be brave and spell words independently.
- Use mentor texts and author’s craft moves; unfreeze characters, telling bit by bit, using dialogue and exact words to make writing better.
- Read aloud their writing to a partner and use a checklist to revise

#### Edit their writing:

- Read aloud their writing with partner and use checklist to edit for capitals, punctuation and spelling

#### Publish their writing:

- Add cover page and ending page to “fix up” for publication and celebration.

### Resources:

Writing Units of Study: *Lessons from the Masters: Improving Narrative Writing*, District Writing Binder (For Narrative Writing), CD-ROM (consisting of sample anchor charts, student writing samples, student checklist for narrative writing, and Primary Scoring Rubric for Narrative Writing), *Writing Pathways, If..Then..Curriculum, A Guide to the Common Core Writing Workshop*, See “Getting Ready” portion at the start of each session.

## Unit Modifications for Special Population Students

<p><b>Advanced Learners</b></p>	<ul style="list-style-type: none"> <li>• Modify instruction (based on scored pieces) by using second grade checklist.</li> <li>• Gather students in strategy groups using next level checklist and post it notes as reminders of small group extension.</li> <li>• Conduct individual conferences to set goals for writers that are reflective of more challenging tasks. For example: Encourage student to choose an action, talk or feeling to make a better ending. *See Learning Progressions in Writing Pathways- pp178-182</li> <li>• Use advanced learners as class mentor/teacher for that particular skill.</li> <li>• Give strategic mini lessons using mentor texts at a higher level.</li> <li>• Use appropriate paper choices(add more lines, smaller picture space,etc.).</li> </ul>
<p><b>Struggling Learners</b></p>	<ul style="list-style-type: none"> <li>• Designate partnerships strategically identifying partner 1 and partner 2. Then allow struggling learner to share second, letting the “stronger” partner offer input first.</li> <li>• Conduct extra individual conferences to scaffold support.</li> <li>• Allow students extra time to sketch, then add details to story.</li> <li>• Modify instruction (based on scored pieces) by using kindergarten checklist. (Possibly white out grade level so student is not aware of difference.)</li> <li>• Use extra adult, if available, to support as needed.</li> <li>• Allow partner or peer to collaborate on confusing parts of stories.</li> <li>• Use IPad to orally record story.</li> <li>• Make sure student is able to publish and celebrate writing, to make experience enjoyable and with purpose.</li> <li>• Enlist parent support to discover topics of interest or expertise. (Parent letters from Writing Binder will help.)</li> <li>• Use mentor text from kindergarten level.</li> <li>• Use appropriate paper choices, can be modified as needed.</li> <li>• Check “ If..then..curriculum “ manual pp. 68-77 for specific skills.</li> <li>• Consider using more shared writing experiences with student orally telling and teacher scripting</li> <li>• Use interactive writing in small groups</li> <li>• Support topic choice through use of photographs</li> </ul>
<p><b>English Language Learners</b></p>	<p>See suggestions from above.</p> <ul style="list-style-type: none"> <li>• Use word webs to develop language and vocabulary.</li> <li>• Have mentor text handy to refer to as needed.</li> <li>• Ensure classroom is print rich and labeled.</li> <li>• Use photographs to develop story and language.</li> <li>• Dramatize story then write.</li> </ul>
<p><b>Special Needs Learners</b></p>	<p>See suggestions above.</p> <ul style="list-style-type: none"> <li>• Cut student checklist to focus on fewer tasks.</li> <li>• Have students use visual display when frustrated or “help” is needed.</li> <li>• Have students establish goals for sense of ownership.</li> <li>• Keep a writing notebook to jot down ideas.</li> <li>• Have ICR teacher offer priority seating/space as needed.</li> <li>• Integrate writing into other subject areas of higher interest or expertise.</li> <li>• Accept students work at their level and move them along the learning progressions as fast as they are able, using scaffolded supports as needed.</li> </ul>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- RFS.1.2-demonstrate understanding of spoken words, syllables and sounds
- RFS.1.2c-isolate and pronounce initial, medial vowel and final sounds in spoken single syllable words
- RFS.1.3-know and apply grade level phonics
- SL.1.1-participate in collaborative conversations with diverse partners about grade 1 topics and texts
- 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
- SL.1.4-describe people, places, things and events with relevant details, expressing ideas and feelings clearly
- L.1.2b-use end punctuation for sentences
- L.1.2d-use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- L.1.5-with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

- 9.2.4.A.2:Identify various life roles and civic and work related activities in the home, school and community.
  - By using partnerships throughout the unit, students will learn and share different roles within the classroom and partnership.
- 9.2.4.A.4:Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic success.
  - As students develop narrative writing skills, it will enable them to produce writing as communication for future needs.
- 9.3.12.AC-DES.2: Use effective communication skills and strategies to work with clients and colleagues.
  - In partner talk, small group and one to one conferring, students will develop necessary skills to communicate.
- 9.3.12.ED.1:Apply communication skills with students, parents and other groups to enhance learning.
  - In the development of narrative writing, students will write for an intended audience.
- 9.3.12.ED-ADM.1:Use research based practices to develop, communicate and enlist support for a vision of success for all learners.
  - Writing workshop is a research based practice to support the learning of writing to a variety of students.
- 9.3.12.ED-ADM.2:Identify behaviors necessary for developing and sustaining a positive learning culture.
  - Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.
- 9.3.12.ED-PS.2:Implement methods to enhance learner success.
  - Teaching students where they are according to the learning progression will enable success in all learners and at various levels.

**Unit Title:** Opinion – Writing Reviews Unit 2 (WT pacing)

**Unit Description:**

In this unit, students will be learning to name a topic, state an opinion, supply a reason/s and provide some sense of closure. In the first bend, students will be bringing in a collection of items, judging them and then providing reasons for those judgements. In bend two the students begin to write review after review, about anything: toys, restaurants, video games, etc. while supporting their claims with reasons and explanations. In this bend, students are expected to build more stamina to write up to six lengthy reviews (or more), while using all they know to revise and “fix up”. In bend three, students will learn to write book reviews, using all their knowledge from the previous sessions. The unit ends with a celebration teaching children to speak to and persuade others to read their books.

**Unit Duration:** 2<sup>nd</sup> Marking period (approximately 45 days) 18 sessions. Time is allotted to take more than one day/session as needed. \*Note that it was decided to switch Opinion to the 2<sup>nd</sup> marking period and Non fiction to the 3<sup>rd</sup> marking period. See also, Part One in the “If..then..Curriculum” manual for additional units of study if time allows.

**Desired Results**

**NJSLSA Standard(s):**

**Essential: Writing-** W.1.1;W.1.5;W.1.7;W.2.1

**Reading-** RFS.1.2;RFS.1.3;RL.1.1;RL.1.2;RL.1.3;RL.1.9

**Speaking/Listening-** SL.1.1;SL.1.2;SL.1.3; SL.1.4;SL.1.6

**Language-** L.1.1.g,j;L.1.2.b,d,e;L.1.6;L.2.1.f

**Secondary: Writing-** W.1.2;W.1.3;W.1.6

**Reading-** RFS.1.1;RFS.1.4;RFS.1.3.g;RI.1.1;RI.1.2;RI.1.3;RI.1.8;RL.1.4

**Language-**L.1.1.d;L.1.5.a

**Indicators:**

- Students will write opinions about their collections and explain judgements in convincing ways by making detailed observations.
- Students will edit and publish, using best spelling, a variety of punctuation marks and the transition word because with the support of peers and adults.
- Students will write reviews to persuade others.
- Students will work on catchy introductions and conclusions.
- Students will read with expression to celebrate their publications.

**Understandings:**

*Students will understand that...*

- When writers care a lot about something, they try to convince others of their opinions.
- Writers can make their persuasive reviews better by making comparisons, talking right to their readers and writing with a catchy introduction and conclusion.
  - Writers can use their checklists and peers to edit and make their writing better.
- A good book review gives the reader a “sneak peak” and contains just right sentences with punctuation marks, linking words and any other editing tools learned.
- Reading with expression will increase persuasion and audience interest.

**Essential Questions:**

- How can we judge our collections to convince others?
- How can we write Persuasive Reviews?
- How can we write Persuasive Book Reviews?

## Assessment Evidence

### Performance Tasks:

#### Daily Tasks

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

#### Performance Tasks

- "On-Demand Writing"
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

### Other Evidence:

- Quick writes
- Conference notes
- Anecdotal records
- Student checklist

**Benchmarks:** Post Assessment- see directions in Writing Binder and/or Writing Pathways pg. 86.

## Learning Plan

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes

**Share:** Approximately 5-10 minutes

**Learning Activities:** Throughout the unit, writers will...

#### Plan for Writing:

- Judge their collections and provide reasons to support those judgments

#### Draft their writing:

- Write persuasive reviews by adding details, comparisons, catchy introductions and conclusions to make writing more convincing
- Use all they have learned to write persuasive book reviews
- Practice making comparisons, giving sneak peeks, using special print and using conjunctions to make reviews better

#### Revise their writing:

- Use quotation marks to show dialogue and a variety of punctuation marks
- Use partners to give writing check ups

#### Edit their writing:

- Edit their writing for spelling and making it easy to read
- Edit multiple pieces for publication

#### Publish:

- Pay attention to punctuation to read with expression with audience in mind

#### Resources:

Units of Study- Writing Reviews (Opinion), District Writing Binder, CD-ROM (contains writing samples, paper choices, scoring rubrics), If...then...Curriculum, Writing Pathways



## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Modify instruction (based on scored pieces) by using a higher checklist-second grade and up.</li> <li>• Gather students in strategy groups using next level checklist and post it notes as reminders of small group extension.</li> <li>• Conduct individual conferences to set goal for writers that are reflective of more challenging tasks. For example: Instead of just one reason, work towards two reasons and a few sentences for each reason. *See Writing Pathways- pp 82-85 for the learning progressions for Opinion Writing.</li> <li>• Use advanced learners as class mentor/teacher for that particular skill.</li> <li>• Give strategic mini lessons using mentor tests at a higher level.</li> <li>• Use appropriate paper choices (more lines, smaller picture space, etc.)</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Designate partnerships strategically, identifying partner 1 and partner 2. Then allow the struggling learner to share second, letting the stronger partner offer input first.</li> <li>• Conduct extra individual/partner conferences to scaffold support.</li> <li>• Use post it notes as reminders of strategies taught during whole group or individual conferences.</li> <li>• Allow students extra time to sketch, to then add details to story.</li> <li>• Modify instruction (based on scored pieces) by using kindergarten checklist.</li> <li>• (Possibly white out grade level so student is not aware of difference).</li> <li>• Use extra adult, if available, to support as needed.</li> <li>• Allow partner or peer to collaborate on confusing parts of stories.</li> <li>• Use IPad to orally record story, then write.</li> <li>• Make sure student is able to publish and celebrate writing, to make experience enjoyable, self-fulfilling and with purpose.</li> <li>• Enlist parent support to discover topics of interest or expertise and use these as idea list. (Parent letters from District Writing Binder will help).</li> <li>• Use mentor texts from kindergarten level.</li> <li>• Consider having shared writing with students orally retelling and teacher scripting with student.</li> <li>• Use appropriate paper choices, modified as needed.</li> <li>• See "If..then..Curriculum" suggestions pp 85-90</li> </ul>
<b>English Language Learners</b>	<p>See suggestions above.</p> <ul style="list-style-type: none"> <li>• Use word webs to develop language and vocabulary.</li> <li>• Have mentor text handy to refer to as needed.</li> <li>• Ensure classroom is print rich and labeled.</li> <li>• Use photographs to develop story and language</li> <li>• Dramatize then add words</li> </ul>
<b>Special Needs Learners</b>	<p>See suggestions above.</p> <ul style="list-style-type: none"> <li>• Cut or highlight student checklist to focus on fewer tasks.</li> <li>• Have students use visual display/signal when frustrated or help is needed.</li> <li>• Assign capable peer as mentor.</li> <li>• Have student establish goals for sense of ownership.</li> <li>• Keep a writing notebook to jot down ideas.</li> <li>• Have ICR teacher offer priority seating/space as needed.</li> <li>• Integrate writing into other subject areas of higher interest or expertise.</li> <li>• Accept students work at their level and move them along the learning progressions as fast as they are able, using scaffolded supports as needed.</li> </ul>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

RFS.1.2-demonstrate understanding of spoken words, syllables and sounds

RFS.1.3-know and apply grade level phonics

RL.1.1-ask and answer questions about key details in a text

RL.1.2-retell stories, including key details, and demonstrate understanding of central message or lesson

RL.1.3-describe characters, settings and major events in a story

SL.1.1-participate in collaborative conversations about grade 1 topics and texts with peers and adults

SL.1.2-ask and answer questions about key details in a text read aloud or information presented orally

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

SL.1.4-describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.1.6-produce complete sentences when appropriate

L.1.1g-use frequently occurring conjunctions

L.1.1j-produce and expand complete simple and compound sentences in response to prompts

L.1.2.b-use end punctuation

L.1.2d-use conventional spelling for words with common spelling

L.1.2e-spell untaught words phonetically, drawing on phonemic awareness

L.1.6-use words and phrases acquired through conversations, reading and being read to and responding to texts

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

9.1.4.E.2: Apply comparison shopping skills to purchasing decisions.

- As students work on persuasive writing skills, students will be using comparisons to persuade others.

9.2.4.A.2: Identify various life roles and civic and work related activities in the home, school and community.

- By using partnerships throughout the unit, students will learn and share different roles within the classroom and partnership.

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- As student develop opinion writing skills, it will enable them to produce writing as communication for future needs.

9.3.12.AC-DES.2: Use effective communication skill and strategies to work with clients and colleagues.

- In partner talk, small group and one to one conferring, students will develop necessary skills to communicate effectively.

9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- In the development of opinion writing, students will write for an intended audience.

9.3.12.ED-ADM.1: Use research based practices to develop, communicate and enlist support for a vision of success for all learners.

- Writing workshop is a research based practice to support the learning of writing to all students.

9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.

- Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.

9.3.12.ED-PS.2: Implement methods to enhance learner success.

- Teaching students where they are according to the writing progressions will enable success to all learners at various levels.

**Unit Title:** Non-Fiction Chapter Books (Information)- Unit 3 (WT pacing)

**Unit Description:** Students will continue to use all they have learned to write information books by telling information across fingers, then writing. They will learn to elaborate by using twin sentences and give specific information about size, color, number and shape and they will be challenged to write 5-6 pages per day. Students will be brave and spell domain specific words and use checklists to self assess and set goals. Students will write a table of contents and then plan and write chapters for their topics.

In Bend III, students will use all they know to plan for new chapter books. Students will use craft moves learned from Small Moments to add more. They will form research groups, use photos, study their topics and practice using more complex sentence structures. Students will fancy up chosen book for a publication celebration.

**Unit Duration:** 3<sup>rd</sup> Marking period (approximately 45 days) 20 sessions. Time is allotted to take more than one day per session, as needed. See also, Part One of the “If..then...Curriculum” manual which offers additional units if time allows.

**Desired Results**

**NJSLSA Standard(s):**

**Essential:** Writing- W.1.2;W1.5;W1.7;W1.8;W2.2

Reading- RI.1.4;RI.1.7;RI.1.10;RFS.1.2.b,c,d;RFS.1.4

Speaking/Listening- SL.1.1;SL1.2;SL.1.4;SL.1.5;SL.1.6

Language- L.1.1;L.1.2;L1.1.2.c,d,e;L.1.1.d,g

**Secondary:** Writing- W.1.1;W.1.3;W.1.6;

Reading- RI.1.1;RI.1.2;RI.1.5;RI.1.6;RFS.1.1;RFS.1.3;RFS.1.4a;

Speaking/Listening-SL.1.3

Language- L.1.4;L.1.5;L.1.5a;L.1.1.a,j

**Indicators:**

- Students will write chapter books giving information about their topic, including specific information about number, size, color and shape.
- Students will write a table of contents and plan chapters with details, using comparisons and different kinds of writing; how to, persuasive and small moments.
- Students will build stamina and write more chapter books by researching, finding photos and reading about topics.
- Students will edit their work by using checklists and craft moves learned in previous units of study.

**Understandings:**

*Students will understand that...*

- Students teach all about a topic by telling information across their fingers, sketch then write.
  - Students will teach with pictures and words.
  - Students will be brave and use all they know to spell “fancy” domain specific words.
  - Students will self-assess using checklists and set goals.
- Students will write a table of contents to write chapters.
  - Students will write with details, using comparisons, different kinds of writing (how to, persuasive, small moments) and add introductions and conclusions.
- Students will use all they know to write more chapter books with greater stamina and independence.

**Essential Questions:**

- How can I write teaching books with independence?
- How can I write non-fiction chapter books?
- How can I write non-fiction chapter books with more information and greater independence?

## Assessment Evidence

### Performance Task

#### Daily Tasks

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

#### Performance Tasks

- “On-Demand Writing”
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

### Other Evidence:

Anecdotal records, student checklists, teacher conference notes, dated pieces to note progression of skills

**Benchmarks:** On demand post assessment for unit 3 as noted in Writing Pathways p. 128, and also, as described in the Writing Binder.

## Learning Plan

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes

**Share:** Approximately 5-10 minutes

**Learning Activities:** Throughout the unit, writers will...

#### Plan for writing:

- Teach all about a topic by telling information across fingers
- Use partners to turn and talk

#### Draft their writing:

- Elaborate by writing twin sentences to write more
- Teach with pictures to emphasize information about color, size, number and shape
- Practice spelling domain specific words by using all they know about patterns, sounds, vowels
- Try author craft moves by studying mentor authors and texts
- Use all they know to write more chapter books

#### Revise their writing:

- Write a table of contents to help write more chapters and improve quality of writing
- “Write up a storm” by adding details, comparisons, introductions, conclusions, and different kinds of writing (how to, persuasive, small moments)

#### Edit their writing:

- Use checklists to set goals and edit for punctuation, spellings, capitals and commas
- Use partnerships to reread and clarify writing

#### Publish their writing:

- Choose piece to edit step by step for publication
- Fancy up work by adding color and texture to illustrations

### Resources:

*Units of Study- Nonfiction Chapter Books (Information)*, CD-ROM (for sample anchor charts, student checklists, rubrics, anchor charts, etc), *Writing Pathways, If...Then...Curriculum*, *A Guide to the Common Core Writing Workshop*, trade book- *Sharks*, and note the “Getting Ready” section at the beginning of each session for suggestions and needed items.

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Modify instruction (based on scored pieces) by using second grade checklist.</li> <li>• Gather students in strategy groups using next level checklist and post it notes as reminders of small group extension.</li> <li>• Conduct individual conferences to set goals for writers that are reflective of more challenging tasks. For example: Encourage student to elaborate by using different kinds of information, such as facts, definitions, steps and tips. *Use Learning progressions from Writing Pathways pp 124-128</li> <li>• Use advanced learners as class mentor/teacher for particular skills.</li> <li>• Give strategic mini lessons using mentor texts at a higher level.</li> <li>• Use appropriate paper choices (more lines, smaller picture space)</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Designate partnerships strategically identifying partner 1 and partner 2. Then allow struggling learner to share second, letting the stonger partner offer input first.</li> <li>• Conduct extra individual conferences to scaffold support.</li> <li>• Allow students extra time to sketch, to then add details to story.</li> <li>• Modify instruction (based on scored pieces) by using kindergarten checklist. (Possibly white out grade level so student is not aware of difference.)</li> <li>• Use extra adult, if available, to support as needed.</li> <li>• Allow partner or peer to collaborate on confusing parts of writing.</li> <li>• Use IPad to orally record story.</li> <li>• Make sure student is able to publish and celebrate writing, to make experience enjoyable with true purpose.</li> <li>• Enlist parent support to discover topics of expertise. (Parent letters from District Writing Binder may help.)</li> <li>• Use mentor text from kindergarten level.</li> <li>• Use appropriate paper choices, can be modified as needed.</li> <li>• Check “If...then...curriculum” manual pp. 78-84 for specific skills.</li> <li>• Consider conducting more shared writing activites with student orally retelling and teacher scripting.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• See any suggestions from above.</li> <li>• Use word webs to develop language and vocabulary.</li> <li>• Have mentor text handy to refer to as needed.</li> <li>• Ensure classroom is print rich, labeled and has a word wall.</li> <li>• Use photographs to develop story and language.</li> <li>• Dramatize then add words to story.</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• See suggestions above.</li> <li>• Cut student checklist to focus on fewer tasks, or highlight the tasks to be emphasized.</li> <li>• Have students use visual display or signal to indicate frustration and “help” is needed.</li> <li>• Designate mentor student helper for struggling student.</li> <li>• Keep a writing notebook to jot down ideas that happen throughout the day.</li> <li>• Have students establish goals for sense of ownership.</li> <li>• Have ICR teacher offer priority seating/space as needed.</li> <li>• Accept students’ work at their level and move them along the learning progresssions as fast as they are able, using supports as needed.</li> </ul>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- RI.1.4-ask and answer questions to help determine meaning of words or phrases in text
- RI.1.7-use illustrations in a text to describe key ideas
- RI.1.10-with prompting and support read informational texts appropriately complex for grade 1
- SL.1.1-participate in collaborative conversations about grade 1 topics with peers and adults
- SL.1.2-ask and answer questions about key details in a text read aloud or information presented orally
- SL.1.4-describe people, places, things and events with relevant details
- SL.1.5-add drawings when appropriate to clarify ideas, thoughts and feelings
- L.1.1-demonstrate command of the conventions of English grammar and usage when writing
- L.1.2-demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing
- L.1.2c-use commas in dates and words in a series
- L.1.2d-use conventional spelling for words with common spelling patterns

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

- 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
  - As students develop non-fiction writing skills, it will enable them to produce writing as communication for future needs.
- 9.2.4.A.2: Identify various life roles and civic and work related activities in the home, school and community
  - As students work in partnerships throughout the unit, they will take on various roles in the classroom.
- 9.3.12.AC-DES.2: Use effective communication skills and strategies to work with clients and colleagues
  - In partner talk, small group and one to one conferring, students will develop necessary skills to communicate effectively.
- 9.3.12.ED.1: Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning.
  - In the development of non-fiction writing, students will write for intended audiences.
- 9.3.12.ED-ADM.1: Use research based practices to develop, communicate and enlist support for a vision of success for all learners.
  - Writing workshop is a research based practice to support the learning of writing to a variety of students.
- 9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.
  - Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.
- 9.3.12.ED-PS.2: Implement methods to enhance learner success
  - Teaching students where they are according to the Learning Progressions will enable success in all learners and at various levels.

**Unit Title:** From Scenes to Series Writing Realistic Fiction (narrative- Unit 4)

**Unit Description:** In this Unit students will invent characters to have small moments adventures and will learn to get their characters out of trouble by inventing satisfying endings for the reader. Then students will learn to write more than one story (a series) for a favorite character. Students will use all they know to; write with a beginning, middle and end, add tiny realistic details, “show” not tell, use dialogue, add fabulous punctuation, use illustrations and add a “meet the author” page. Students will also work to publish a second series. Students will revise, edit and fancy up their work for a publishing celebration.

**Unit Duration:** 4<sup>th</sup> Marking Period (approximately 45 days)- 20 sessions. Time is allotted to take more than one day per session, as needed. See also, Part one of the “If...then...curriculum” manual which gives additional/alternate units of study to be used as time allows.

**Desired Results**

**NJSLSA Standard(s):**

**Essential:** Writing- W.1.3;W.1.5;W.1.7;W.1.8;W.2.3

Reading- RL.1.3;RL.1.4;RL.1.7;RL.2.3;RL.2.5;RFS.1.2;RFS.1.3

Speaking/Listening- SL.1.1;SL.1.2;SL.1.4;SL.1.5;SL.1.6

Language- L.1.1;L.1.2;L.1.2.b,d,e

**Secondary:** Reading- RL.1.1;RL.1.2;RL.1.10;RFS.1.1;RFS.1.4

Language- L.1.5;L.1.6;L.1.1.j,g;L.1.2.a

**Indicators:**

- Students will write realistic fiction stories with pretend characters and small moments adventures.
- Students will get their characters out of trouble through action, dialogue and adding feelings.
- Students will use one character to create a series of adventures using all they know about small moments, spelling, punctuation, editing and revising to make a better story.

**Understandings:**

*Students will understand that...*

- Writers use their pretending skills to invent characters, who have small moment adventures and get into and then out of trouble in satisfying ways to the reader.
  - Writers use all they know to write, revise, edit and set goals.
- Writers choose favorite characters to write more than one adventure involving this character.
  - Writers elaborate about their character in book One of their series by giving lots of details about the main character.
- Writers become more powerful by: writing tiny, authentic details, “showing” not telling, stretching out chapters to have beginnings, middle and endings.
- Writers revise and edit their stories by using fabulous punctuation, adding illustrations for more details and a “meet the author” page to prepare for publication celebrations.

**Essential Questions:**

- How can I write realistic fiction with independence?
- How can I write a series of stories for a favorite character?
- How can I study the genre to become better at writing realistic fiction with greater independence?
- How can I add to and revise my work to publish my second series of realistic fiction?

## Assessment Evidence

### Performance Tasks:

#### *Daily Tasks*

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

#### *Performance Tasks*

- “On-Demand Writing”
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

### Other Evidence:

Anecdotal records, student checklists, teacher conference notes, quick writes, dated pieces to note progression of skills

**Benchmarks:** Post assessment as noted in Writing Binder and Writing Pathways. However, this benchmark will not be recorded on District Benchmarks.

## Learning Plan

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes

**Share:** Approximately 5-10 minutes

### **Learning Activities: Throughout this unit, writers will...**

#### **Plan their writing:**

- Do some serious pretending to invent characters to have small moments adventures in which they get into and then out of trouble

#### **Draft their writing:**

- Choose favorite character to have a series of adventures using dialogue, mentor texts and details to stretch their work
- Elaborate to write more by: “showing” not telling, showing feelings, making realistic settings with tiny details, and writing with beginning, middle and endings
- Write and publish another series of books

#### **Revise their writing:**

- Use all they know to make writing stronger: punctuation, ellipse, illustrations to show characters thinkings and feelings, adding a “meet the author” page and adding titles

#### **Edit their writing:**

- Self assess and set stronger goals
- Use checklists and all they know about spelling and editing to reread and revise work with a partner

#### **Publish their writing:**

- Celebrate publication of first series
- Finish the unit with a Grand Finale celebration of published series books

#### **Resources:**

Units of Study – From Scenes to Series (Narrative-Unit 4), District Writing Binder, CD-ROM (includes writing samples, student checklist, paper choices, scoring rubrics), If...then...curriculum manual, trade book Henry and Mudge and the Happy Cat



## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Modify instruction (based on scored pieces) by using second grade- or above, checklist.</li> <li>• Gather students in strategy groups using next level checklist and post it notes as reminders of small group extensions.</li> <li>• Conduct individual conferences to set goals for writers that are reflective of more challenging tasks. For example: Encourage the student to bring her character to life with details, talk and actions. *See learning progressions from Writing Pathways-pp178-182</li> <li>• Use advance learners as class mentor/teacher for that particular skill.</li> <li>• Give strategic mini lessons using mentor texts at a higher level.</li> <li>• Use appropriate paper choices.(more lines, smaller picture space, etc)</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Designate partnerships strategically identifying partner 1 and partner 2. Then allow struggling learner to share second, letting the stronger partner offer input first.</li> <li>• Conduct extra individual/small group conferences to scaffold support. Use post it notes as reminders.</li> <li>• Allow students extra time to sketch , to then add more to story.</li> <li>• Modify instruction (based on scored pieces) by using kindergarten checklist. (Possibly white out grade level so student is not aware of difference.)</li> <li>• Use extra adult, if available, to support as needed.</li> <li>• Allow partner or peer to collaborate on confusing parts of story.</li> <li>• Use IPad to orally record story, then write.</li> <li>• Make sure student is able to publish and celebrate writing, to make experience enjoyable, self-fulfilling and with purpose.</li> <li>• Enlist parent support to discover topics of interest or expertise. (Parent letters from Writing binder will help.)</li> <li>• Use mentor text from kindergarten level.</li> <li>• Use appropriate paper choices, modifying as needed.</li> <li>• Consider more shared writing activities with student orally retelling then have teacher scripting.</li> </ul>
<b>English Language Learners</b>	<p>See suggestions above.</p> <ul style="list-style-type: none"> <li>• Use word webs to develop language and vocabulary.</li> <li>• Have mentor text handy to refer back to as needed.</li> <li>• Ensure classroom is print rich and labeled.</li> <li>• Use photographs to develop story and language.</li> <li>• Dramatize then add words.</li> </ul>
<b>Special Needs Learners</b>	<p>See suggestions above.</p> <ul style="list-style-type: none"> <li>• Cut or highlight student checklist to focus on fewer tasks.</li> <li>• Have students use visual display/signal if frustrated and help is needed.</li> <li>• Assign capable student mentors to check in with student.</li> <li>• Have students establish goals for sense of ownership.</li> <li>• Keep a writing notebook to jot down ideas for future stories.</li> <li>• Have ICR teacher offer priority seating/space as needed.</li> <li>• Integrate writing into other subject areas of higher interest or expertise.</li> <li>• Accept students work at their level and move them along the learning progressions as fast as they are able, using supports as needed.</li> </ul>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- RL.1.3-describe characters, settings, and major events in a story, using key details
- RL.1.4-identify words in stories that suggest feelings or appeal to the senses
- RL.1.7-use illustrations and details in a story to describe its characters, settings or events
- RFS.1.2-demonstrate understanding of spoken words, syllables and sounds
- RFS.1.3-know and apply grade level phonics in decoding words
- SL.1.1-participate in collaborative conversations about grade 1 topics and texts with peers and adults
- SL.1.2-ask and answer key details in a text
- SL.1.4-describe people, places, things and events with details, expressing ideas clearly
- SL.1.5-add drawings or other visual displays to descriptions to clarify ideas, thoughts and feelings
- SL.1.6-produce complete sentences
- L.1.1-demonstrate command of the conventions of standard grammar and usage when writing
- L.1.2-demonstrate command of the conventions of standard capitalization, punctuation and spelling when writing
- L.1.2b-use end punctuation in sentences
- L.1.2e-spell untaught words phonetically, drawing on phonemic awareness

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

- 9.2.4.A.2: Identify various life roles and civic and work related activities in the home, school and community
  - By using partnerships throughout the unit, students will learn and share different roles within the classroom and partnership.
- 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic success.
  - As students develop narrative writing skills, it will enable them to produce writing as communication for future needs.
- 9.3.12.AC-DES.2: Use effective communication skills and strategies to work with clients and colleagues.
  - In partner talk, small group and one to one conferring, students will develop necessary skills to communicate effectively.
- 9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
  - In the development of narrative writing, students will write for an intended audience.
- 9.3.12.ED-ADM.1: Use research based practices to develop, communicate and enlist support for a vision for success of all learners.
  - Writing workshop is a research based practice to support the learning of writing to a variety of students.
- 9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.
  - Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.
- 9.3.12.ED-ps.2: Implement methods to enhance learner success.
  - Teaching students where they are according to the learning progression will enable success in all learners and at various levels.