



## English Language Arts and Literacy Curriculum-Writing

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Adopted August 18, 2022

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 1 Writing
<b>Unit Plan Title:</b>	Unit 1, Launch: How Writers Work
<b>Time Frame</b>	6 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJLSA.W1. NJLSA.W2. NJLSA.W3.
- *Production and Distribution of Writing:* NJLSA.W5. NJLSA.W6.
- *Research to Build and Present Knowledge:* NJLSA.W7. NJLSA.W8.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJLSA.SL1. NJLSA.SL2. NJLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJLSA.SL4. NJLSA.SL5. NJLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJLSA.L1. NJLSA.L2.
- *Vocabulary Acquisition and Use:* NJLSA.L5. NJLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is designed to establish a classroom community of writers who listen, share, and respond to each other's thoughts, stories, and ideas. Students will learn about routines, rituals, and tools that make the Writing Workshop run smoothly. Learning about writing procedures will allow students to know what is expected of them as writers. Students will also learn that hard work goes into a published piece of writing, begin to develop writing identities, and experience how writers feel when they write. In order to generate ideas for their own writing, students will identify personal experiences that capture strong emotions. To find inspiration for writing, students will spend time reflecting on special events in their lives. Students will engage in mini lessons that focus on the writing process, learning from mentor texts, various forms and functions of writing, and adding details to strengthen writing. Students will learn how to work with a partner to edit writing and utilize a writing checklist. Finally, students will learn the importance of using pictures and visuals to add meaning to their published writing.

**Standard Number(s)**

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

## WIDA ELD Standards

### Reading Foundation Standards

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Writing Standards

- 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.
- 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Speaking and Listening Standards

- 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.
  - 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. 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 or clarify something that is not understood.
- 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 Standards

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Print all upper- and lowercase letters.
  - 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).

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

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, 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., because).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

#### **Essential Question(s)**

- How do writers get ideas for their stories?
- How do writers organize their thoughts and ideas to engage readers?
- What does it mean to be part of a writing community?

#### **Enduring Understandings**

- Writers use a process to compose texts.
- Writers communicate ideas, thoughts, and information through writing and pictures.
- Writers can use stories they know to help them write their own.
- Writers use knowledge of conventions and punctuation when composing text.

#### **Interdisciplinary Connections**

*How Writers Work* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills:

Career Readiness Life Literacies and Key Skills

- Technology Literacy, 9.4.2.TL.2: Students can use their computer device to create and enhance a document.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Check all that apply.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/>	<b>Communication</b>
<input type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/>	<b>Collaboration</b>
<input type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - capitalization
  - checklist
  - edit
  - emotions
  - experiences
  - illustration
  - imagery
  - mentor texts
  - personal connections
  - publish
  - revise
  - sequence
  - turn-and-talk
  - vivid details
  - writing process
- how to function in a writing workshop setting and follow classroom routines
- the importance of writing routinely over time to develop sustainability
- use mentor texts to reflect on the decisions that writers make and the reasons why they make them
- that writers tell stories using sensory details and emotions to help their readers connect with the story
- identify various forms and functions of writing
- how to generate ideas for writing by recording special moments that define and shape our lives
- how to use writing to help the reader feel the emotions felt by the author
- how to utilize the writing process to select an idea to expand into a longer piece
- how to plan a story using pictures and words so that the story follows a logical order
- how to revise a story to add relevant and/or important details
- how to function as a member of a writing community by using language to solicit and provide feedback, using checklists, and active listening
- the importance of editing to ensure appropriate spelling, capitalization, and punctuation
- how authors and illustrators place pictures and words thoughtfully to add to the meaning of the story (see **Grammar Binder, Text Layout, Lessons 1-3**)

- when to use capital letters to represent the beginning of a sentence, names, titles, months, days of the week, and the word 'I' (see **Grammar Binder, Capitalization, Lessons 1-2**)
- how to create a cover design that reflects the ideas in the story and is inviting to the reader
- how to use the writing process to publish a story

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish narrative or informational piece with a clear topic using words and pictures, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

### Teaching and Learning Activities

<i>Activities</i>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or informational text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft a story with more than two events that follows a logical sequence</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p> <p><a href="#">Differentiation Strategies for Students with a 504</a></p>

### Resources

- [Grade 1 Writing Resources Folder](#)
- SchoolWide *How Writers Work* binder mentor texts
  - *I Am an Artist*, Collins
  - *I Like to Be Little*, Zolotow
  - *Ish*, Reynolds
  - *PUDDLES*, London
  - *Written Anything Good Lately?*, Lindaman
- SchoolWide Grammar binder mentor texts

- *Giraffes Can't Dance*, Andreae
- *How Are You Peeling?*, Freymann and Elffers
- *I Love My new Toy!*, Willems
- *If You Were a Verb*, Dahl
- *If Your Were an Adjective*, Dahl
- *Knuffle Bunny Free: An Unexpected Diversion*, Willems
- *My Big Brother*, Fisher
- *My Garden*, Henkes
- *Rain*, Stojic
- *Read Anything Good Lately?*, Allen and Lindaman
- SchoolWide Grammar binder lessons
  - Text Layout, Lessons 1-3
  - Capitalization, Lessons 1-2

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 1 Writing
<b>Unit Plan Title:</b>	Unit 2, Book Review: Opinion/Argument ( <b>*SKIP FICTION UNIT, start on pg. 119, some lessons might be used from the FICTION Unit during the Book Review</b> )
<b>Time Frame</b>	8 Weeks

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2.
- *Production and Distribution of Writing:* NJSLSA.W5. NJSLSA.W6.
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- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Vocabulary Acquisition and Use:* NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

Comprehensive Health and Physical Education

- *Emotional Health*
- *Social and Sexual Health*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

**\* For writing this opinion piece, students will review fiction texts they know.**

**(\*SKIP FICTION UNIT, start on pg. 119, some lessons might be used from the FICTION Unit during the Book Review)**

This unit is designed for students to become familiar with book reviews. Students will learn how to write a summary and that it must include the most important parts from a book. Writers will learn that book reviews are a way to express their opinions. In order to do so, they must be able to identify specific, important details from the book in the order in which they occur. They will recognize what makes a book enjoyable or memorable. Writers will engage in mini lessons that focus on crafting clearly stated opinions, reasons to support them, and using specific words to enhance their opinion to an audience. Finally, students will learn about themselves as readers and writers by presenting their own book reviews and listening to and discussing others.

(\*Background Information for Fiction Partial Unit, pg. 1-118\* This unit is designed to establish the exciting, imaginative understanding of fiction. Students will learn about the value of collaborative conversations and how to recognize the



different elements in the genre of fiction. They will understand that these types of stories are used to entertain the reader. Students will be introduced to the idea that stories follow a sequence; beginning, middle, end. Writers will be introduced to the genres of fantasy and realistic fiction to explore character, plot, and theme, in which they can relate. In order to generate ideas for their own writing they will make connections to stories and their elements. To find inspiration for writing they will draw from their own life experiences, using their own emotions and feelings.)

## **Standard Number(s)**

### [NJSLA ELA Standards](#)

### [Career Readiness, Life Literacies and Key Skills](#)

### [Comprehensive Health and PE](#)

### [WIDA ELD Standards](#)

#### Writing Standards

- 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.1.5. 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening Standards

- 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.
  - 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. 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 or clarify something that is not understood.
- 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 Standards

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Print all upper- and lowercase letters.
  - B. Use 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 prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - 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.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, 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., because).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

#### **Essential Question(s)**

- How is opinion writing different from writing a narrative or informational text?
- What does an effective writer do to express ideas and opinions?
- How can writers improve their writing?

#### **Enduring Understandings**

- Writers use a process to compose texts.
- Writers share their opinions to convince others to see their side.
- Writers use knowledge of conventions and punctuation when composing.

#### **Interdisciplinary Connections**

The *Book Review Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Comprehensive Health and Physical Education:

Career Readiness, Life Literacies and Key Skills—The following standard is addressed in research:

- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Comprehensive Health and Physical Education

- Emotional Health, 2.1.2.EH.1,: *When Sophie Gets Angry---Really, Really Angry* and *The Perfect Pet*
- Social and Sexual Health
  - 2.1.2.SSH.4: *Big Sister and Little Sister*
  - 2.1.2.SSH.8: *When Sophie Gets Angry---Really, Really Angry*

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Check all that apply.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input checked="" type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/>	<b>Communication</b>
<input type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/>	<b>Collaboration</b>
<input type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

(\*SKIP FICTION UNIT, start on pg. 119, some lessons might be used from the FICTION Unit during the Book Review)

Students will understand:

- the following terms as they relate to this unit:
  - audience
  - book review
  - compelling
  - convince
  - drafting
  - editing
  - end mark punctuation
  - evidence
  - main idea
  - message
  - opinion
  - recommendation
  - self-reflection
  - story elements
  - summary
  - writing process
- identify and explore specific qualities of books they love to read
- how to respond to a fiction story, many times through humor, in order to form an opinion (**See *Fiction with Book Review Binder, Immersion Day 5 Interactive Read Aloud***)
- that characters can be complex and have many qualities (**See *Fiction with Book Review Binder, Generating Ideas II: Mini-Lesson***)
- how to express their thoughts, ideas and opinions while presenting a book they love to others

- the tools and strategies used when recommending a book in a book review by reviewing sample book reviews
- the purpose of writing a summary for a book review is to tell about the most important parts of a text in order
- how to create a list in order to identify a book they can use for their own book review because it is memorable
- how to use a list to elaborate their descriptions and themes
- in a book review they must
  - state an opinion
  - give details to support their opinion
  - end their review by sharing a recommendation with their audience about their book
- how to revise using a checklist
- that sentences have punctuation marks; either within or at the end (period, question mark, exclamation point, and commas) (**see *Grammar Binder, Punctuation, Lessons 1-4***)
- how to edit writing pieces
  - spelling
  - grammar
  - punctuation
  - capitalization
  - correct verb tense
- the importance of an Author's Note, its purpose, and how to write one
- how to create a cover and illustrations that add to their opinion
- the value of writing and the writing process by publishing and sharing their work

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative*: SchoolWide writing assessments and teacher created assignments
- *Benchmark*: \*Publish a persuasive text with an Author's Note, a cover, and illustrations, Pre/post writing assignments
- *Alternative*: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

### Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy            Routinely write to develop stamina and persistence for independent writing time            Whole class read-aloud lessons            Mini-lessons to support all aspects of the writing process            Use writing notebook to try newly learned strategies and collect ideas            Opportunities to engage in shared writing experiences and independent writing time            Confer with teachers            Collaboration with a writing partner or group            Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice            Provide a variety of appropriate graphic organizers for the genre            One:One conferring with teacher            Choice of narrative or persuasive text composition</p>

Differentiated checklists and rubrics (if appropriate)  
Student selected goals for writing  
Level of independence  
Craft additional leads and endings for mentor texts  
Consult mentor texts to support writing  
ELL Supports and Extension activities are included with each lesson  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)  
[Differentiation Strategies for Students with a 504](#)

## Resources

- [Grade 1 Writing Resources Folder](#)
- SchoolWide (*Fiction with*) Book Review binder mentor texts
  - *Big Al*, Clements
  - *Big Sister and Little Sister*, Zolotow
  - *Don't Let the Pigeon Stay Up Late!*, Willems
  - *Good Boy, Fergus!*, Shannon
  - *A Letter to Amy*, Keats
  - *The Perfect Pet*, Palatini
  - *Stand Tall, Molly Lou Melon*, Lovell
  - *A Weekend With Wendell*, Henkes
  - *When Sophie Gets Angry---Really, Really Angry...*, Bang
  - *You Can Do It, Sam*, Hest and Hest
- SchoolWide Grammar binder mentor texts
  - *Giraffes Can't Dance*, Andreae
  - *How Are You Peeling?*, Freymann and Elffers
  - *I Love My new Toy!*, Willems
  - *If You Were a Verb*, Dahl
  - *If Your Were an Adjective*, Dahl
  - *Knuffle Bunny Free: An Unexpected Diversion*, Willems
  - *My Big Brother*, Fisher
  - *My Garden*, Henkes
  - *Rain*, Stojic
  - *Read Anything Good Lately?*, Allen and Lindaman
- SchoolWide Grammar binder lessons
  - Punctuation: Lessons 1-4

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 1 Writing
<b>Unit Plan Title:</b>	Unit 3, All About Books: Informative/Explanatory
<b>Time Frame</b>	8 Weeks

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing :i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLA.W1. NJSLA.W2.
- *Production and Distribution of Writing:* NJSLA.W5. NJSLA.W6.
- *Research to Build and Present Knowledge:* NJSLA.W7. NJSLA.W8.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLA.SL1. NJSLA.SL2. NJSLA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLA.SL4. NJSLA.SL5. NJSLA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLA.L1. NJSLA.L2.
- *Vocabulary Acquisition and Use:* NJSLA.L4. NJSLA.L5. NJSLA.L6.

Career Readiness, Life Literacies and Key Skills

- *Information and Media Literacy*
- *Technology Literacy*

Comprehensive Health and Physical Education

- *Pregnancy and Parenting*
- *Community Health Services and Support*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is designed to establish questioning and wonderings about things students see, hear, and experience in their daily lives. They will have collaborative conversations with class members about topics they are “experts” on. Students will make connections to things around them to create interest in a topic they may want to explore/write about further. Students will explore text features and their purpose in mentor texts and their writing. To find inspiration for writing, they will gather information from more than one source to answer their own questions and teach others. Students will engage in mini lessons that focus on the writing process, regarding purpose, audience, and structure. Students will learn how to work with a partner to edit writing and utilize a writing checklist. Finally, students will learn the importance of creating a cover that is inviting to their readers and create a dedication, special thanks, or an About The Author page.

## Standard Number(s)

### [NJSL ELA Standards](#)

### [Career Readiness, Life Literacies and Key Skills](#)

### [Comprehensive Health and PE](#)

### [WIDA ELD Standards](#)

#### Writing Standards

- 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.1.5. 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening Standards

- 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.
  - 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. 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 or clarify something that is not understood.
- 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 Standards

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Print all upper- and lowercase letters.
  - B. Use 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 prompts.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - 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.
- 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 figurative language, 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., because).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

#### **Essential Question(s)**

- Why are text features and illustrations/pictures included in a nonfiction text?
- How can non-fiction text be organized?
- How do writers select topics for non-fiction texts?

#### **Enduring Understandings**

- Non-fiction texts are written to share and educate the readers.
- Writers use text features thoughtfully to help a reader locate information and understand the text.
- Writers use their knowledge of texts and conventions to communicate clearly and revise their writing.

#### **Interdisciplinary Connections**

The *All About Books Non-Fiction Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Comprehensive Health and Physical Education:

Career Readiness, Life Literacies and Key Skills—The following standards are addressed in research

- Information and Media Literacy, 9.4.2.IML.1: Learn effective search terms to locate information.
- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.



Comprehensive Health and Physical Education

- Pregnancy and Parenting, 2.1.2.PP.2: *Raising Babies: What Animal Parents Do*
- Community Health Services and Support, 2.1.2.CHSS.1: *Fire Trucks and Rescue Vehicles*

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> 21 <sup>st</sup> Century Themes		<i>Check all that apply.</i> 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - all-about
  - collecting
  - craft
  - dedication
  - exclamation point
  - experts
  - explore
  - factual
  - hook
  - introduction
  - layout
  - nonfiction
  - organize
  - question
  - research
  - text features
  - topic
- that nonfiction authors write for the purpose of teaching and use text features to give additional information
- that there are different text features and they serve different purposes
- how to determine fact vs. opinion
- the importance of brainstorming while identifying a topic of interest
- how to choose a topic and generate ideas for their nonfiction all-about books
- how to identify and use nouns and proper nouns (**see *Grammar Binder, Parts of Speech, Lesson 1***)
- how to recognize and use verbs to show action in their writing (**see *Grammar Binder, Parts of Speech, Lesson 2***)

- how to use adjectives to give more detail to their nouns by creating images and emotions (**see Grammar Binder, Parts of Speech, Lesson 4**)
- how to ask questions and research a topic to get their questions answered
- how to incorporate text features
  - table of contents
  - headings
  - photographs
  - illustrations with captions and/or labels
  - bold words
  - index
  - glossary
  - map/graph
- that there are different layouts for books and that authors determine which to use depending on pictures and words to make it appealing
- how to engage their readers using an interesting or enticing hook, lead and ending
- how to revise a story to add relevant and/or important details
- practice using all of the parts of speech to write effectively and engage the reader (**see Grammar Binder, Parts of Speech, Lesson 7**)
- how to use prepositions correctly to make sentences longer by telling where and when (**see Grammar Binder, Parts of Speech, Lesson 3**)
- how to use a modifier (a word or phrase that acts like an adjective or adverb) to spice up a sentence and make it longer (**see Grammar Binder, Parts of Speech, Lessons 5,6**)
- how to use end punctuation marks to indicate how text is to be read
- how to function as a member of a writing community by using language to solicit and provide feedback, using checklists, and active listening
- how to create a cover design and illustrations that reflect the facts in the book and are inviting to the reader
- the importance of a meaningful dedication, special thanks and/or an About the Author blurb, their purposes, and how to write them
- how to use the writing process to publish a story

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish an All About Book with a meaningful dedication, special thanks and/or and About the Author blurb and a cover with a title and illustration, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

### Teaching and Learning Activities

#### *Activities*

Writing Workshop routines and pedagogy  
 Routinely write to develop stamina and persistence for independent writing time  
 Whole class read-aloud lessons  
 Mini-lessons to support all aspects of the writing process  
 Use writing notebook to try newly learned strategies and collect ideas  
 Opportunities to engage in shared writing experiences and independent writing time

	<p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>An All About text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>Partner writing on same topic</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p> <p><a href="#">Differentiation Strategies for Students with a 504</a></p>

## Resources

- [Grade 1 Writing Resources Folder](#)
- SchoolWide *All About Books* binder mentor texts
  - *Animals in the Desert*, Windsor
  - *An Earthworm's Life*, Himmelman or *When Rain Falls*, Stewart
  - *Fire Trucks and Rescue Vehicles*, Coppendale or *Trains on the Go*, Spaight
  - *The Life Cycle of a Frog*, Kalman
  - *Life in An Ocean*, Lindeen
  - *Move!* Jenkins
  - *Raising Babies: What Animal Parents Do*, Rice
  - *STORMS!*, *Editors of Time\_for Kids* or *What Is It Made From?*, Kalman
  - *Vegetables We Eat*, Gibbons
  - *When Rain Falls*, Stewart
  - *Why do Horses Neigh?*, Holub
- SchoolWide Grammar binder mentor texts
  - *Giraffes Can't Dance*, Andreae
  - *How Are You Peeling?*, Freymann and Elffers
  - *I Love My new Toy!*, Willems
  - *If You Were a Verb*, Dahl
  - *If Your Were an Adjective*, Dahl
  - *Knuffle Bunny Free: An Unexpected Diversion*, Willems
  - *My Big Brother*, Fisher
  - *My Garden*, Henkes
  - *Rain*, Stojic
  - *Read Anything Good Lately?*, Allen and Lindaman
- SchoolWide *Grammar* binder lessons
  - Parts of Speech: Lessons 1-7

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 1 Writing
<b>Unit Plan Title:</b>	Unit 4: Personal Narrative
<b>Time Frame</b>	7 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W2. NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Career Awareness and Planning*
- *Technology Literacy*

Social Studies Standards

- *Geography, People, and the Environment: Human Environment Interaction*
- *Amistad Mandate*

Comprehensive Health and Physical Education

- *Social and Sexual Health*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is designed to establish and reinforce that students are natural born storytellers. Throughout the unit, they will be immersed in personal narrative books to grasp various concepts while realizing that narrative writers draw on their own experiences for inspiration. For instance, students will be examining how narratives are created, the themes they share, and points of view. Students will be involved in active reading and interactive discussions about the ways authors create narrative and use literary devices. Students will also look at how narrative authors make decisions about content, illustrations, and organization. Students will be engaged in the steps of the writing process during this whole unit. They

will gather ideas, pick good topics, consider their audience, and they will plan, structure and revise their narrative. They will use a combination of drawing, dictating, and writing to narrate a single event or a sequential event, in the order it happened.

## **Standard Number(s)**

### [NJSLA ELA Standards](#)

### [Career Readiness, Life Literacies and Key Skills](#)

### [NJSLA Social Studies Standards](#)

### [Comprehensive Health and PE](#)

### [WIDA ELD Standards](#)

#### Writing Standards

- 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.
- 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.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening Standards

- 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.
  - 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. 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 or clarify something that is not understood.
- 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 Standards

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Print all upper- and lowercase letters.
  - B. Use 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 prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - 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.
- 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 figurative language, 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., because).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP2. Attend to financial well-being
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

#### **Essential Question(s)**

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- How do writers select life stories worth writing about?
- How do writers organize their personal stories?
- How are elements of fiction narrative similar to personal narrative?

## Enduring Understandings

- Writers use a process to compose texts.
- Writers communicate ideas, thoughts, and information through writing and pictures.
- Writers use conventions and punctuation to enhance their story.
- Our lives are worth writing about and sharing with others.

## Interdisciplinary Connections

The *Personal Narrative Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills, Social Studies and Comprehensive Health and Physical Education:

Career Readiness, Life Literacies and Key Skills—The following standards are addressed in research:

- Career Awareness and Planning, 9.2.2.CAP.4: *Little Nino's Pizzeria*
- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Social Studies Standards

- Geography, People, and the Environment: Human Environment Interaction, 6.1.2.Geo.HE.1: *My Little Island*
- Amistad Mandate: *Do Like Kyla* and *I Love My Hair!*

Comprehensive Health and Physical Education

- Social and Sexual Health, 2.1.2.SSH.1, 2.1.2.SSH.4: *Do Like Kayla* and *My Big Brother*

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Check all that apply. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit:
  - book jacket
  - closure
  - dialogue
  - experience
  - finishing touches
  - narrator
  - organization
  - personal narrative
  - point of view
  - problem
  - publishing
  - quotation marks/quote

- realistic
- scene
- self-reflection
- simile
- solution
- storytelling
- voice
- how to make connections to personal narratives, autobiographies, and storytelling experiences through various mentor texts
- that personal narrative have different types of features such as:
  - realistic details
  - first person narrators
  - illustrations
  - descriptive details
- how to turn ideas into an expanded personal narrative they can develop through the writing process and share with their classmates
- a sentence has two basic parts: a subject and a verb (**see *Grammar Binder, Sentence Structure, Lesson 1***)
- how a list allows students to explore ideas and themes in depth (**see *Grammar Binder, Parts of Speech, Lesson 2***)
- that personal narratives record important moments or memories from an author's life
- how to generate ideas from stories they love or know from personal experiences, especially those connected to their home or homelife, including family rituals and traditions
- how to use descriptive details, temporal words and a sense of closure to tell their story in sequential order; beginning, middle, end
- that sentences with a subject and a verb should vary in length and one way to do that is with conjunctions (**see *Grammar Binder, Parts of Speech, Lesson 3,5***)
- writers tell stories in the order in which they happened (**see *Grammar Binder, Parts of Speech, Lesson 4***)
- that a way to create interest and bring out a character's voice in a narrative is to use dialogue and to correctly use quotation marks when a character is speaking
- how to revise a story to add relevant and/or important details
- how to use end punctuation marks to indicate how text is to be read
- how to function as a member of a writing community by using language to solicit and provide feedback, using checklists, and active listening
- that taking ownership of their writing will allow them to write more confidently through creating and using a book jacket
- the importance of using biographical details to create an About the Author, such as:
  - where you were born
  - where you live
  - hobbies
  - awards won
- how to use the writing process to publish a story

#### **Assessments (Pre, Formative, Summative, Other)**

***Denote required common assessments with an \****

Assessments (some assessments can be in more than one category):

- ***Formative:*** Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- ***Summative:*** SchoolWide writing assessments and teacher created assignments



- *Benchmark:* \*Publish a narrative text with a book jacket and autobiographical notes about themselves (About the Author), Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

## Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Narrative text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p> <p><a href="#">Differentiation Strategies for Students with a 504</a></p>

## Resources

- [Grade 1 Writing Resources Folder](#)
- SchoolWide *Personal Narrative* binder:
  - *Diary of a Spider*, Cronin
  - *Do Like Kyla*, Johnson
  - *I Love My Hair!*, Tarpley
  - *The Keeping Quilt*, Polacco
  - *Little Nino's Pizzeria*, Barbour
  - *My Big Brother*, Fisher
  - *My Little Island*, Lessac
  - *My Steps*, Derby
  - *My Visit to the Aquarium*, Alikei
  - *When I was Five*, Howard
- SchoolWide *Grammar* binder mentor texts
  - *Giraffes Can't Dance*, Andreae
  - *How Are You Peeling?*, Freymann and Elffers

- *I Love My new Toy!*, Willems
- *If You Were a Verb*, Dahl
- *If Your Were an Adjective*, Dahl
- *Knuffle Bunny Free: An Unexpected Diversion*, Willems
- *My Big Brother*, Fisher
- *My Garden*, Henkes
- *Rain*, Stojic
- *Read Anything Good Lately?*, Allen and Lindaman
- SchoolWide *Grammar* binder lessons
  - Sentence Structure, Lessons and Mini-lessons 1-5

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 1 Writing
<b>Unit Plan Title:</b>	Unit 5: Communities, Families and Traditions
<b>Time Frame</b>	3 Weeks Writing shared with 5 Weeks of Reading

See Grade 1, Reading Unit 5: [Communities, Families and Traditions](#) for Writing.