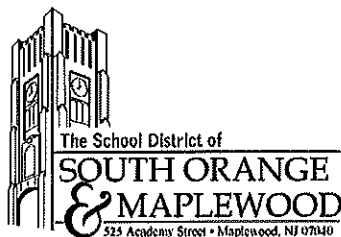


School District of South Orange-Maplewood

English Language Arts Writing Curriculum – Grade 1



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**

2017-2018

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Donna Grohman

Unit Description: Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)

In Unit 1- Small Moments, students are encouraged to write about true stories that have happened in their life. Throughout the unit, specific mini-lessons target both establishing the routines and structures of Writer's Workshop and giving children the strategies and skills they need to write the stories of their lives. Students will learn important procedures that they will carry with them through many other writing units such as; touch and tell, sketch, write, reread and start a new story!

Students will bring their stories to life by slowing down their story narratives to develop each part bit by bit. They will also learn ways to elaborate on their stories by adding character's small actions, dialogue, and internal thinking. At the end of the unit writers will select a piece to be published and will revise and edit utilizing a checklist to make their writing the best it can be. The end of unit celebrates student's hard work with a small group share and a newly added basket of "Small Moment Stories" to the classroom library.

Writing		
Big Ideas: • Generate ideas for small moment stories and write with independence • Develop small moment stories to bring them to life • Edit, revise and publish best work		
Time Line: September - October	Duration of Unit – 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> • What is writing workshop? • What is a small moment? • How do writers use what they know to make writing clear?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... • Writers write long and strong, with great volume and stamina. • A small moment is a story about a small event in one's life, written with detail and elaboration. • Writers can incorporate all they know (word study features and high frequency word) to make writing more understandable to others. • Writers use partnerships as a way to life our writing and understand ways to better write for readers.	
NEW JERSEY STUDENT LEARNING STANDARDS		

Progress Indicators for Writing

- 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.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicators for Speaking and Listening

- SL.1.1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- 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.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Progress Indicators for Language

- L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy

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

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

PRE AND POST ASSESSMENT

Give pre- and post- assessment at the end of the unit.

Students should have 5 page stapled booklet to write on and a supply of additional pages. Give the following instructions:

*"I'm really eager to understand what you can do as writers of narratives. Today, will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You'll have only **45 minutes** to write this true story, so you'll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:*

- *Make a beginning for your story*
- *Show what happened, in order*
- *Use details to help readers picture your story*
- *Make an ending for your story*

If students' writing is not yet conventional, please ask student to read their story and record verbatim what they say on a post it.

Use the Narrative Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferencing notes/records of conferences, small groups
- Teacher observations
- Prewrites
- Random collection of writing folders
- Rough drafts
- Partner conversation

Grammar and Conventions	
Sentence Structure	● Use a range of sentence types (telling, asking, exclaiming) ● Write dialogue using speech and thought bubbles in both illustrations and text ● Write using complete sentences
Parts of Speech	● Use common, proper, and possessive nouns ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ● Use personal, possessive, and indefinite pronouns (ex: I, me, my, they, them, their, anyone, everything). ● Use frequently occurring adjectives and conjunctions (ex: and, but, or, so, because).
Tense	● Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). ● Add suffixes to root words to convey tense (ex: look, looks, looked, looking)
Paragraphing	● N/A
Capitalization	● Capitalize beginning of sentences, the word 'I', dates and names of people
Punctuation	● Use end punctuation for sentences. ● Use commas in dates and to separate single words in a series.
Spelling	● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Teacher Notes

- You may decide to read a variety of personal narratives throughout this unit to further develop students' understanding of the genre.
- Have each student create a writing folder that has a green side for stories they are still working on, a red side for completed work and a space for various writing tools (ex: mini word wall, alphabet chart, spelling pattern chart, etc.).
- Have students decorate their writing folders or create a photo collage with ideas for narrative writing.
- Important information on writing partnerships can be found on pages 47-48 in *Small Moments*.

Mentor Texts

- *Ralph Tells a Story* by Abby Hanlon
- *Creak! Said the Bed* by Phyllis Root
- *Night of the Veggie Monster* by George McClements
- *Shortcut* by Donald Crews
- *The Snowy Day* by Ezra Jack Keats
- *A Box of Treats* by Kevin Henkes (set of 5 small books)

Materials

Anchor Charts

- How to Write a Story (page 5 in Session 1 *Small Moments*)
- Ways to Spell Words (share in Session 5 *Small Moments*)
- Storytelling with a Partners (page 51 in Session 6 *Small Moments*)
- Narrative Checklist (page 19 in Session 2 *Small Moments*)
- Editing Checklist (page 152-153 Session 19 *Small Moments*)
- Planning for Small Group Instruction (page 23 in Session 4 *Small Moments*)
- Demonstration small moment teacher text
- Individual student writing folders
- Writing center filled with a variety of materials students will need for Writing Workshop (ex: 5 page stapled writing booklets, extra blank pages, stapler, pencils, sharpener, crayons, post-its, paper strips, etc.)
- Display previous anchor charts from narrative writing units (ex: kindergarten narrative writing unit checklist found on Heineman website)
- Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND MINI-LESSONS

Bend 1: Writing Small Moment Stories with Independence

GOALS:

During Bend 1 of Small Moments, students will follow the rules and procedures for writing workshop. They will jump into writing small moment stories and build stamina through revision. This first bend encourages fearless approximation of small moment writing, supports ambitious storytelling and gives students the opportunity to create many narrative stories.

Mini-Lessons

Session 1 – Lives Are Full of Stories to Tell (p. 2)

- Today I want to teach you that when authors write a Small Moment story, they think of an idea (maybe about things they do or things that happen to them) then they plan and write the story across pages of a book.

*** This lesson will give you time to see what students remember from last year's Kindergarten writing workshop.**

Session 2 – Planning for Writing (p. 11)

- Today I want to teach you that strong writers have learned that it helps to get ready to write. After they think of an idea, they plan out how their story will go. They do this by following planning steps – touch and tell, sketch, *then* write.
- **Mid-workshop** - strong writers use their sketches to help them remember what they were going to write

Session 3 – Lives Are Full of Stories to Tell (p. 21)

- Today I want to teach you that when authors write a Small Moment story, they think of an idea (maybe about things they do or things that happen to them), then they plan, and then they write the story across pages of a book.
- **Mid-workshop** – Strong writers revise by turning to a page where they sketched a lot, but didn't write a lot. They point to the sketch and tell the story of that part to themselves, then they reread the words to see if they wrote everything about that part of the picture. If not, they do it now!

Session 4 – Stretching Words to Spell Them (p. 30)

- Strong writers use strategies to spell unknown words. Writers say the word slowly while they slide their fingers across the page- hear the first sound and write that sound down. Read what you've written, sliding your finger under the letters. Hear the next sound; write it, and reread, sliding your finger. Do it until there are no more sounds.
- **Mid-Workshop** - Strong writers use the word wall to help them write words and check their spelling.
- **Share** – Strong writers listen for little words or parts they know inside of bigger, trickier words (ex: I can spell fall because I know how to spell all).

Session 5 – Zooming In (p. 40)

- Strong writers don't write about big (watermelon) topics, they write about teeny tiny (seed) stories – little stories inside the one big topic. And the cool thing is that inside a watermelon topic there are a zillion teeny tiny seed stories. Writers can check to see if they wrote a small moment story by making sure all of the pages happened in the same place. They touch each page and say where the story happened. If all the places are the same, they wrote a small moment story. If not, they fix it up to make sure all the pages happened in the same place.

Session 6– Partnerships and Storytelling (p. 47)

- Writers have partners who help them with their writing. One way writing partners help each other is by helping each other plan how their stories will go. They tell each other stories, using the exact words they will write, and then try to tell the stories again with even more details.
- **Mid-Workshop** – Strong writers don't just help partners before they write, they also help writers during writing time. If they don't know what else to write, they can ask a writing partner to help.

Session 7 – Reading Our Writing Like We Read Our Books (p. 56)

- Writers go from being the writer to being the reader. And when writers reread their own books, they read just as if they were reading a published book. And sometimes, the writer hears a mess-up, they say “oops!” and fixes that part.
- **Mid-Workshop** - Strong writers edit their writing by looking for spaces between words and easy to read words. They also publish their story by creating a cover and a title to give readers a sneak peek about what the story is about.

Bend II: Bringing Small Moment Stories to Life

GOALS:

In this portion of the unit, young writers will gain the strategies they need to bring the many stories that they write to life. Students will work to bring the characters in their stories to life by making them move and talk. They will learn to slow down their narrative and develop it bit by bit.

Mini-Lessons

Session 8 – Unfreezing Our Characters and Our Writing (p. 68)

- Strong writers make their stories come to life just like published authors! You can ‘unfreeze’ the people in your stories by making them move and talk. Think about what happened in your story and add more details.
- **Share** – Recruit children to reread their writing and add quotation marks to places where people speak. Then channel them to read their writing aloud, using intonation to make the dialogue come to life.

Session 9– Telling Stories in Itsy-Bitsy Steps (p. 78)

- Writers write stories that come to life on the page. They do this by telling their stories in small steps, bit by bit. Writers think about the main thing they did and then ask themselves, ‘What exactly happened, step by step, bit by bit.’
- **Mid-Workshop** – Recruit children to remember back to one important part of their story and picture exactly what they did. Ask students to stand up and act it out bit by bit, step by step and then go back and add those details!

Session 10– Bringing What’s Inside Out (p. 88)

- Today I want to teach you that one way writers bring their stories to life is by including what their characters feel and think.
- **Share** – Remind students of the various ways that they can bring their stories to life; unfreeze the people, tell small steps and bring out the inside.

Session 11 – Using Drama to Bring Stories to Life (p. 97)

- Today I want to teach out that one way to bring a story to life is to act out what really happened, either with a partner or in your mind, noticing what you need to add.
- **Mid-Workshop** – Recruit students to focus in on spacing, capitalization and using word wall words in their writing.
- **Share** - Remind students of the questions partners can ask to help each other revise: Who? Where? When? What? How?

Session 12 – Using Familiar Words to Spell New Words (p. 100)

- When strong writers don’t know how to spell a word, it helps to find a word you already know that sounds like it. Once you find a word you know with a part that sounds the same as the word you want to spell, you can write that part! Then you only have to figure out the new part of your hard word.

- **Mid-Workshop** – Writers don't forget the spelling patterns they know from word study and they use those parts to spell hard words. You don't have to write each word letter by letter, you can write it part by part!

Session 13 – Editing (p.109)

- Strong writers add punctuation marks to their writing to help their readers read their stories. Writers use marks on the page to help their readers read their stories in ways that make them great stories; they add exclamation marks, periods, question marks and commas.
- **Mid-Workshop** – Invite students to use the Narrative Writing Checklist to look over their nearly finished or finished pieces of writing filling it out as they do so.

Bend III: Studying Other Writer's Craft

GOALS: In the third bend, students will generate a list of "craft moves" the author of a mentor text used, and that they could try as well. In this way, students can learn lessons, such as the value of writing with precise and power action words and learn to use text features to shape the way readers read their texts. They may add these features to previous written stories or create their own new book to include the "craft moves".

Mini-Lessons

Session 14 – Studying a Story to Learn Ways the Author Makes it Special (p.116)

- Strong writers read books written by other authors and identify special "craft moves" that the author includes and adds those to their own writing. 'We will study George McClements' book "*Veggie Monster*" to see what details he included that we may want to add to our own writing pieces (ex: eclipses, exact actions, pop-out words).'

Session 15 – Trying Out a Craft Move from a Mentor Text (p. 124)

- Today I want to teach you that when writers want to make their stories really special, they can turn to craft moves they've learned from studying mentor authors. Once they've found a move that fits their purpose, they can try it in their own writing. One craft move writers use is telling the exact actions people do.

Session 16 – Trying Out a Craft Move from a Mentor Text (p. 132)

- Today I want to teach you that writers don't just notice craft moves other writers use, they try them! For example, we found that writers make some words big, bold and different shapes to show that these words are important to the story and should be read in a strong voice. Since we noticed that, let's try that in our own writing.
- **Share** – Allow for writing partners to reread their stories, practicing using their voice to show how the words are written and to show feelings.

Session 17 – Turning to Other Mentor Texts (p.139)

- Today I want to teach you that writers study the books they love to find new tricks or craft moves for writing well. Writers ask, 'What does this special author do in his or her writing that I could try?' Allow for partnerships to study various mentor texts and flag interesting parts by asking 'What is the author doing here? Why?'

Bend IV: Fixing and Fancying Up Our Best Work

GOALS: The last bend in the unit begins with each child selecting a piece he or she wants to publish. You'll teach a few final revision and editing strategies, and students will put these to use as they work to make their best writing better. The students will learn to use a checklist to help them edit their selected stories. They may also "fancy up" their writing by making a cover page, adding details and color to illustrations, and writing a blurb.

Mini-Lessons

Session 18 – Using All We Know to Revise (p. 144)

- Strong writers get ready to publish a story by first choosing one that they want to share with the world. Then they revise it using all they know.
- **Mid-Workshop** – Writers often revise by finding the most important part of their story and adding details to that part. With your writing partner reread your stories and think 'What do I want to know more about? What is missing from this story?' Remember you can ask your partner who, where, when and how.

Session 19 – Editing with a Checklist (p. 151)

- Today I am going to teach you that when writers are ready to publish, they make sure their writing is easy to read. One way they do this is to use an editing checklist that reminds them of all that they know about helping readers read their stories. Model with "My Editing Checklist" pg. 152.
- **Mid-Workshop** - When you are trying to write a tricky word one thing you can do is take out a piece of paper or a white board and try to write the word different ways until it looks right. Try this in your own writing, check each page and work on spelling tricky words the best you can.

Session 20 – Making Books Ready for the Library (p. 158)

- Today I want to teach you that writers put a lot of finishing touches on their books so that they are ready to go in the library for others to read. If writers aren't sure what to do, they can look at a mentor text.
- **Mid- Workshop** – Something else that writers do to get their book ready to be published is they write back-of-the-book blurbs to grab the reader's interest and tell what their book is about. Try this in your own writing!

Session 21 – A Celebration (p. 165)

- Today we are going to celebrate all of the hard work you have done by sharing our writing with an audience. You will share your books in small author circles and you will each get a turn to read your book to the group of authors sitting around you. When all the groups are finished we will add our Small Moment stories to our classroom library in a basket labeled 'Our Small Moment Stories'!

Instructional Strategies	
Interdisciplinary Connections	
Social Studies/Science	- Restorative Circle about Science topics (ex: Seasons, Plants/Gardening) – students share an experience related to the Science topics and use idea for small moment story. - Circle Questions: <i>What season is your favorite and why? What do you like most about winter/summer/fall/spring? Think and share about a fun time you had in the season fall? What did it look like, smell like, sound like, etc.?</i> - Restorative Circle about Social Studies topics (ex: Community, Citizenship, People and Our Culture) – students share an experience related to the Social Studies topics and use idea for small moment story. - Circle Questions: <i>What is a community? What do you like most about your community and why? Who do you spend time with in your community and what do you do with them? How can you be a good citizen? Think and share about a time that you encountered a problem with citizenship, how did you address it? What are some family traditions you have relating to your culture?</i>
Technology Integration	<i>Mouse for Sale</i>, by Wouter Bongaerts Disney Favorite – Short Film Follow below link to share a short animated film as an introduction to the idea of a small moment story (seed idea versus watermelon story). https://www.youtube.com/watch?v=UB3nKCNUBB4
Professional Resources:	<i>Small Moments: Writing with Focus, Detail, and Dialogue</i> by Lucy Calkins, Abby Oxenhorn Smith & Rachel Rothman, <i>Units of Study in Opinion, Information, and Narrative Writing</i> - Adapted from Branchburg Township Schools District Curriculum Guides

Unit Description: Writing How-To Books

In Writing How-To Books, students will learn the structure of a how-to book. During the first bend of the unit, students will be introduced to exemplar texts and will write with great energy, producing lots of their own procedural texts. Bend II focuses on the importance of writing procedural texts with directions that readers can easily follow. This involves both clarity of directions and writing mechanics. Students will work on making their writing easy to read by leaving spaces between words, relying on sight words, constructing longer sentences with prepositional phrases, and so forth. In the final bend the focus is on lifting the level of procedural writing. During this bend, students will aim to write clearer, more elaborated texts, both through revision and right from the start. Students' revised work will be published as a celebratory end to the unit.

Writing		
Big Ideas: - Plan and write how-to books with stamina and purpose - Learn from mentor authors and write detailed steps that teach - Write with an audience in mind - Edit and revise a how-to book including an introduction and conclusion		
Time Line: October - November	Duration of Unit – 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How do writers write information to teach others? - How can I make my writing the best it can be?	Students will understand that... - Writers can write texts that teach a procedure, or how to do something. - Writers can identify important features of how-to books. - Writers can edit and revise writing to make it the best it can be. - Writers add important features to help readers learn	
NEW JERSEY STUDENT LEARNING STANDARDS		

Progress Indicators for Writing

- 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).

Progress Indicators for Speaking and Listening

- SL.1.1.1.** 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.1.5.** 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.

Progress Indicators for Language

- L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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*).

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.



21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy

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

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

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

8.2.2.A.4. Choose a product to make and plan the tools and materials needed.

8.2.2.E.1. List and demonstrate the steps to an everyday task.

PRE AND POST ASSESSMENT

Except for Unit 1 - Use Students' (i.e. Unit 1 Narrative) Post Assessment as the pre-assessment data. Give a post assessment at the end of the unit.

This unit will further students' work in informational writing.

Students should have 5 page stapled booklet to write on and a supply of additional pages. Give the following instructions:

Informational On-Demand

*"Think of a topic that you've studied or that you know a lot about. Today, will you please write the best **Informational** story that you can write? Remember to name what the topic you will teach about, try to give information to help readers learn a lot about your topic, and make an ending for your teaching book. Use pictures and words to help you write."*

If students' writing is not yet conventional, please ask student to read their story and record verbatim what they say on a post it.

Use the Informational Writing Rubric to assess student growth and exemplar pieces to assess student work and progress. The learning progressions for information writing (along with checklists) are available in the *Writing Pathways: Performance Assessments and Learning Progressions, K-5*.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

• Conferring notes/records of conferences, small groups • Interactive Writing Class Books • Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work) ○ What are the ranges of topics that reoccur? ○ How does the child's writing on this topic evolve over time? ○ What does the child tend to do most often when he or she sits down to write? ○ What patterns can one detect in how a child goes about starting a how-to writing piece? ○ What sorts of topics or genre or conditions seem to generate energy for the child? ○ Does the child utilize checklists or other writing tools? ○ Is the child's writing easy to read? ○ To what extent do we see evidence that instruction is affecting what the child does? • Partner conversation	
Grammar and Conventions	
Sentence Structure • Use a range of sentence types (telling, asking, exclaiming) • Write using complete sentences Parts of Speech • Use common, proper, and possessive nouns • Use an "I" voice when writing an opinion piece (I, we, us, our, etc.) • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Use personal, possessive, and indefinite pronouns (ex: I, me, my, they, them, their, anyone, everything). • Use frequently occurring adjectives and conjunctions (ex: and, but, or, so, because). • Use a variety of describing words as a way to clarify meaning (ex: It wasn't big, it was gigantic.). Tense • Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). • Add suffixes to root words to convey tense (ex: look, looks, looked, looking) Paragraphing • N/A Capitalization • Capitalize beginning of sentences, the word I, dates and names of people Punctuation • Use end punctuation for sentences.	



South Orange Maplewood School District
English Language Arts Department
Writing Curriculum
Grade 1

- Use commas in dates and to separate single words in a series.

Spelling

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Teacher Notes

- The unit that is detailed in the “If..Then...Curriculum: First Grade – How-To Books” (pgs. 30-40) does not replicate exactly the “How-To Books: Writing to Teach Others” unit in the kindergarten series, but it is written as if children didn’t spend six weeks studying how-to writing prior to now. If all your students did study the “How-To Books” unit in kindergarten, you’ll want to launch this unit with an on-demand assessment and then alter the unit so you don’t reteach what your children already know.
- You may decide to read a variety of how-to and informational books throughout this unit to further develop students’ understanding of the genre.
- You may want to start the unit doing a whole group exploration where you perform a task in front of and with students. You can then use that experience to create a How-To book during Interactive Writing (ex: making a sandwich, unpacking, etc.).
- Allow for students to hold a variety of charts in their writing folders for easy access. These can include: alphabet chart, personal word wall, vowel chart, blends/digraph chart, small anchor charts, how-to check list, editing checklist.
- Paper choices available throughout the unit:
 - 5 page stapled booklets (sets with different number of lines to give writers a choice)

Materials page

Cover page

Introduction page

Conclusion page

Dedication page

Mentor Texts

- *How to Be a Baby, by Me and the Big Sister*, by Sally Lloyd-Jones
- *How to Teach a Slug to Read* by Susan Pearson
- *101 Things to Make and Do*, published by Parragon
- *How to Babysit a Grandpa* by Jean Reagan
- *How to Be a Ballerina*, by Harriet Castor
- *How to Make Bubbles*, by Lori Shores
- *Chang It! Solids, Liquids, Gases and You*, by Adrienne Mason
- *How a House is Built*, by Gail Gibbons
- *How to Lose All Your Friends*, by Nancy Carlson
- *Let’s Cook! By Backpack Books*
- *My First Ballet Class*, by Alyssa Satin Capucilli

Materials



South Orange Maplewood School District
English Language Arts Department
Writing Curriculum
Grade 1

Anchor Charts

- How-To Writing
- Ways to Spell Words
- Information Writing Checklist (illustrated)
- Sequence Words

Other

- Exemplar teacher text
- Informational Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND SUGGESTED MINI-LESSONS

Bend 1: Getting Started: Thinking of Topics, Rehearsing, and Writing Tons of Books

GOALS:

In Bend 1 students will learn the structure of a how-to book. During the first bend of the unit, students will be introduced to exemplar texts and will write with great energy, producing lots of their own procedural texts.

Suggested Mini-Lessons

Session 1

- Today I want to teach you that good writers can write a special type of information book that teaches people “how to do” something. Strong writers think of a topic they are an expert in, things they can teach someone else to do. They then touch and tell, sketch and write the steps to make a How-To Books. (consider hanging How-To Book Anchor chart from Kindergarten to remind students of all they know about How-To writing)
- **Mid-Workshop** – Ask children to consider their audience when thinking of a how-to topic. You may ask them, “Think of one of your closets friends, what would you really love to teach him or her to do?” or “Think of someone in your family. What could you teach your sister or brother to do that they don’t already know how to do?”

Session 2

- Strong writers remember what they already know about writing books and use that to help them write How-To books. They know they will still say what they are going to write across the pages by touching and telling. They know they still draw the pictures saying the words that go with each picture, only this time, each picture and page is another step.
- **Share** – Share a student’s book who chose to write about a topic a bit outside of the box to encourage students to think more imaginatively (ex: How-to Have a Tea Party, How-To Find a Treasure).

Session 3

- Strong writers act out and talk through their how-to book with their writing partners. They take turns and the listening partner can try to do the things the instructing partner is teaching (for real or pretend) and if the directions don’t quite work, the instructor will know what and how to revise.

Session 4

- Strong how-to writers use precise words when they write their books. They pay close attention to the action words and try to use specific words so their directions are not vague or confusing. For example, instead of saying “Then you **put** the chocolate in the milk,” you could say, “Then you **pour** the chocolate in the milk.”

- **Share** – Channel writers to show each other ways they have used precise words in their writing. Consider making a class “Action Words” anchor chart with some precise action words students may use in their how-to books.

Session 5

- Writers use sequential words to help them tell specific steps when they write their how-to books. They use words like, *first, next, then, afterward, before, finally and last*. This helps their reader understand the order of their book and makes their writing easy to read.
(Create anchor chart with Sequence Words)

Session 6

- Strong writers often write a special page to introduce their books and help readers understand their topic. How-to writers often pretend that the people who will read the book have never heard of the topic, and they write an introduction page to give the readers some information, or facts, so that the rest of the how-to book will make more sense.
- **Share** – Writers often like to write a little message, a thank you, or a goodbye to their readers at the end of the book. This is called a conclusion.

Session 7

- Strong writers think about everything they know about good information writing and check the books they’ve written. They ask themselves, “Did I do everything that good information writer’s do? What do I want to get better at?” They can set goals for themselves as writers.

Bend II: Write in Such a Way That Readers Can Read the Text and Follow the Directions

GOALS:

Bend II focuses on the importance of writing procedural texts with directions that readers can easily follow. This involves both clarity of directions and writing mechanics. Students will work on making their writing easy to read by leaving spaces between words, relying on sight words, constructing longer sentences with prepositional phrases, and so forth.

Suggested Mini-Lessons

Session 8

- Strong writers think of their audience when writing their how-to book. They think, “Who might need this book?” or “Whom do I want to read this book?” Once they have their audience in mind they can envision that person or those people trying to do each of the steps in their procedure.

- **Mid-Workshop** – Share how once you have an audience in mind for your book you can make a quick sketch of the person you are writing for and keep it next to you as you write to help you remember to always keep your audience in mind!
- **Share** – Remind students to write for their audience by using the word **you**.

Session 9

- Writers identify the purpose of their books. Writers decide *why* they are writing their book. Are they writing a book to teach someone something new? Are they writing a book that invites readers to try something fun? Or is their book intended to warn readers of something? When they have identified the purpose they can study mentor texts that aim to do similar things.

Session 10

- Strong writers study mentor texts to get ideas for their own books. Allow students to study a variety of how-to books and jot down some noticing's they have. Before they go back to begin or continue their own writing create a class anchor chart with some of their findings. (see mid-workshop below)
- **Mid-Workshop** –How-to writers add many features to their books such as; cover page with a title, materials page, introduction, tips, warnings, bold print, and conclusion.
- **Share** – Suggest that students can study features in each other's books as well as in the books of published mentor authors. Organize one child to read his or her book aloud to a small group while listeners note features of how-to books (see mid-workshop above). Use this as a class anchor chart that shows a variety of features students may choose to include in their own how-to book (tips, warnings, sequence words, bold print, catchy title, introduction, conclusion, materials list, etc.)

Session 11

- Strong writers envision, or make a movie in their mind, of their procedure. When they feel they have written their steps as thoroughly and precisely as they can, they give those directions to their partners. Partners can help each other revise for clarity by listening to and acting out each other's books.

Session 12

- Writers add more to their directions by including *how* or *where* or *why*. For example, you can change a simple direction like "Get in the car" to a precise direction by adding *where* and saying "Get in the car *on the passenger side*." This helps your reader know exactly how, where and why they are following each direction.

Session 13

- Strong writers use all the strategies they know for making writing easier to read when they edit their How-To books (ex: spaces,

lowercase letters, capital at the beginning of the sentence, sight words spelled correctly, vowels in every word, punctuation, neat, etc.). (Easy To Read Anchor Chart) • Mid-Workshop – Writers look back through old work to be sure that they’ve finished all they can. Remind students to go through their folders and see if they can find books that need to be finished that they may have forgotten about.	Bend III: With Feedback, Writers Can Revise Their How-To Texts, Make New Texts World Better, and Share Them With an Audience GOALS: In the final third bend the focus is on lifting the level of procedural writing. During this bend, students will aim to write clearer, more elaborated texts, both through revision and right from the start. Students’ revised work will be published as a celebratory end to the unit.
Suggested Mini-Lessons <u>Session 14</u> • Strong writers zoom in close on the part of the picture that teaches, and uses labels and arrows in their picture to give their reader a specific direction. They take away the extra part of the picture that may be distracting to their reader and focus on the one, specific direction.	
<u>Session 15</u> • How-to writers elaborate by adding speech bubbles to include directions for how, where, and why. This helps to give their audience additional directions and helps to clarify steps. Speech bubbles are a great place to add a tip or a warning. Strong writers think about how the learner could go wrong and then add advice to keep that from happening. • Share – Draw students’ attention to particular words that convey warnings, suggestions, or tips and begin a chart to collect words students notice (ex: Be careful! Watch out! I suggest... Don’t....)	
<u>Session 16</u> • Good writers add special types of punctuation to their writing to help their reader better understand the process they are explaining. Writers use parenthesis to pause for a moment and add a point or say one more thing. Writers also use colons before they write a list.	
<u>Session 17</u> • Today I want to teach you that you can be an editor and edit your own writing to make sure it’s easy for readers to read. You can use our editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly. • Share – Organize students to practice reading and acting out their how-to books in preparation for the next day’s celebration.	



South Orange Maplewood School District
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Writing Curriculum
Grade 1

Session 18

- Strong writers share their how-to books with an audience. They can visit a kindergarten class and become their “teacher for a day” and share the many things they have written how to do. They can also setup centers in their class where they can teach small groups of people how to perform their task.

Instructional Strategies

Interdisciplinary Connections

Math

- Create a "How-To Draw 3D Shapes" book in math for representational drawings.
- Do a "quick write" telling how-to play a math game.

Social Studies/Science

- Restorative Circle about Science topics (ex: Seasons, Plants, etc.) – students share an experience related to the Science topics and use idea for a how-to book.
- Circle Questions: Seasons - *What is the weather like in winter? Can you tell a how-to story about something you do in winters (ex: how-to shovel a driveway, how-to go sledding, etc.)?* Plants - *How does a plant grow? Tell the steps of how-to grow a pumpkin. Tell the steps of how-to grow a sunflower.*
- Restorative Circle about Social Studies topics (ex: Community, Citizenship, People and Our Culture) – students share an experience related to the Social Studies topics and use idea for a how-to book.
- Circle Questions: Community – *Tell the step of how-to keep the park clean. Citizenship – Tell the steps to be a good citizen. Our Culture – Tell the steps of how-to make _____ (specific culture food/craft from child's culture).*

Technology Integration

- *How to Plant a Seed* – show as an introduction to how-to books.
 - <https://www.youtube.com/watch?v=EsODAlsy4NM>
- *How To Make a Paper Bird – Paper Crafts for Kids* – video to show a simple craft students can make to introduce how-to steps
https://www.youtube.com/watch?v=5n64xhcD_wg
- *How to Play Checkers*
<https://www.youtube.com/watch?v=m0drB0cx8pQ>
- *How to Make Latkes*
http://www.chabad.org/multimedia/media_cdo/aid/219020/jewish/Latkes-How-To.htm

Professional Resources:

If...Then...Curriculum: Assessment Based Instruction Grade 1 by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project, Units of Instruction for Writing.

Unit Description: Nonfiction Chapter Books (Book 2)

In this unit, Nonfiction Chapter Books, students first learn how to write basic information picture books. Techniques such as using a teaching voice and responding to readers' questions strengthen as the unit progresses. By the end of the third bend, students have multiple information chapter books within their writing folders, showing sophisticated text elements, elaboration and pictures to support the words. Students continually use checklists and refine goal-setting to reflect on and hone skills.

Writing		
Big Ideas: - Understand the genre of informational writing - Develop and utilize nonfiction features toolkit - Edit, revise and publish best work		
Time Line: December – January		Duration of Unit – 5 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How can I write information books that will teach something? - What writing elements support nonfiction work?	Students will understand that... - Nonfiction writers teach information through detailed pictures and writing. - Nonfiction writers add or delete information based on readers' questions and comments.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- 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.1.7. 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.

Progress Indicators for Speaking and Listening

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

Progress Indicators for Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word 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*).

TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS		
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Multicultural and Cultural Competency Perspectives - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills CRP4: Communicate clearly and effectively with reasons. 8.1.2.E.1: Use digital tools and online resources to explain a problem or issue.		
PRE AND POST ASSESSMENT		
*Give the post assessment at the end of the unit. Students should have a 5-page stapled booklet to write on and a supply of additional pages. Give the following instructions: <i>Think of a topic you studied or know a lot about. You will have forty-five minutes to write and informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you'll have only one period to complete this, so you'll need to plan, draft, revise, and edit in one sitting.</i> <i>Write in a way that allows you to show off all you know about information writing.</i> <i>In your writing, be sure to:</i> • Introduce the topic you will teach about • Include lots of information • Organize your writing • Use transition words • Write an ending Use the Information Writing Rubric to assess student growth.		
Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment prompt		Other Evidence Conferring notes/records of conferences, small groups

- Published Writing - Checklists/Rubrics	- Teacher observations - Prewrites - Random collection from writing folders - Rough drafts - Partner conversations
Grammar and Conventions	
Sentence Structure - Use a range of sentence types (telling, asking, exclaiming) - Write dialogue using speech and thought bubbles in both illustrations and text - Write using complete sentences - Use descriptive language (precise words, sparkly words, action words) - Use onomatopoeia (words that represent sounds) - Use spaces between words Parts of Speech - Use common, proper and possessive nouns - Use singular and plural nouns with matching verbs in basic sentences (ex. He hops; We hop.) - Use personal, possessive and indefinite pronouns (ex. I, me, my; they, them, their, anyone, everything) - Use frequently occurring adjectives and conjunctions Tense - Use verbs to convey a sense of past, present and future (ex. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.) - Add suffixes to root words to convey tense (ex. look, looks, looked, looking) Paragraphing - Use headings to help elaborate writing pieces Capitalization - Capitalize beginning of sentences, the word "I" and dates and names of people Punctuation - Use end punctuation for sentences - Use commas in dates and to separate single words in a series Spelling - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	

Teacher Notes

- You may create a class nonfiction piece during Interactive or Shared Writing at the start of the unit. This piece may serve as a modeling tool as new concepts arise.

Mentor Texts

- Bugs, Bugs, Bugs (Jennifer Dussling)
- My Football Book (Gail Gibbons)
- Star Wars: R2-D2 and Friends (Simon Beecroft)
- The Story of Chocolate (Caryn Jenner)
- Invaders from Outer Space (Phillip Brooks)
- Sharks! (Anne Schreiber)
- Animal Families (DK Publishing)
- Trucks (Wil Mara)
- Star Wars: Spaceships (Scholastic)

Materials

- Anchor Charts**
 - How to Write a Teaching Book
 - Chapter Titles
 - How Can I Teach My Readers?
 - Ways to Spell Words
- Demonstration Nonfiction Teacher Writing Piece(s)
- Writing Center filled with variety of materials (5-page booklets, extra paper, writing tools, post-its, revision strips)

GOALS AND MINI-LESSONS

Bend I: Teaching Writing Books with Independence

GOALS: During Bend 1, students write many information picture books. They learn to use a teaching voice to relay new information in an interesting way. Students continue to plan, draw, write and add details to both pictures and words, self-assessing work along the way.

Mini-Lessons

Session 1: Writers Get Ready to Write by Teaching About a Topic (p. 2)

- To get started writing a teaching book, a writer often becomes a teacher and teaches people all about the topic. When doing that teaching, many writers find it helpful to use a teaching voice and use fingers to organize information. That way the writer teaches one thing and then another and another about a topic.

Session 2: Writers Tell Information Across Their Fingers, Sketch, Then Write (p. 12)

- Before you write a teaching book, you plan how your book will go. And guess what? You already know how to plan your teaching books! You plan your teaching books by saving your information across your fingers and then quickly sketching something you'll write on each of the pages.
- **Mid-Workshop:** Remind students that when they are done, they've just begun. Add details!

Session 3: Writers Keep Readers in Mind, Writing to Answer Their Questions (p. 21)

- Teachers do more than plan. They also think about their students. Teachers think, 'Who am I teaching?' And then, when they have their students in mind, they try to teach in ways that will reach those students. As writers of information books, you are the teacher, and your readers are your students. You need to ask, 'Who am I teaching?' To reach your readers, imagine and answer questions.
- **Mid-workshop:** Remember that authors write more than one sentence on a page. They really say more; one way is by adding twin sentences to each page.

Session 4: Nonfiction Writers Teach with Pictures As Well As Words (p. 29)

- We are going to do an inquiry. We are going to explore the questions, 'How are the illustrations in an information book different than illustrations in most picture books?' and 'What are some of the special techniques that information book authors use to give their illustrations teaching power?' Then you will be able to try out some of these techniques in your own teaching books.
- **Mid-workshop:** Adding specific information- like number, size, color and shape gives more teaching power to writing.

Session 5: Being Brave Enough to Spell Domain-Specific Words (p. 37)

- Nonfiction writers use fancy words to teach others about a topic, and if they aren't sure how to spell the word, they are still brave enough to try using those fancy words, saying, "Oh well, I'll try my best." Writers sound out fancy words by listening to each syllable, sliding their finger across the page, and writing the sounds they hear.
- **Mid-Workshop:** Students might forget what they are trying to write if they concentrate for too long on a word. Students can circle the word they are working on, finish their sentence, and then go back and try the word again.

Session 6: Nonfiction Writers Use Readers to Help Them Add and Subtract (p. 46)

- Writers of teaching books especially need readers who point out places that don't make sense. Those parts might not make sense because of missing words or information, and they might not make sense because things have been added that don't belong.
- **Share:** Remind students that information books are teaching books, and sometimes it helps to stop writing and to teach. Orchestrate the formation of several topic-related groups, with one writer in each group teaching about the subject he/she has been writing about.

Session 7: Taking Stock: Self-Assessing and Setting Goals (p. 52)

- Each of you is going to investigate the questions, 'What have I already learned to do as a writer of teaching books? What do I still need to work on?' Introduce the new first grade checklist so students monitor their progress and set goals.

Session 8: Letter to Teachers: Editing: Spelling, Capitals, Punctuation (p. 60)

- When a writer edits his or her piece of writing, they might start by focusing on things like hearing all the sounds in a word or writing with capital letters, and then they might pull back to reread and think, 'What else?' Use a previous first grade information writing checklist so students can monitor work and set goals.
- **Mid-workshop:** Explain that it is helpful to have another person read your book and for you to listen as they read. If the reader is having issues reading your piece then you know where you need to go back and fix it up.

Bend II: Nonfiction Writers Can Write Chapter Books!

GOALS: In the second bend, children begin structuring their texts and producing longer texts. Students also apply elements of revision. Features such as diagrams, table of contents, sparkly/precise words, comparisons and examples are some key components of this bend. Work complexity rises as students respond to readers' questions.

Mini-Lessons

Session 9: Writing Tables of Contents (p. 64)

- An inquiry lesson, using Anne Shrieber's *Sharks!* book will allow children to look at an example of the sort of text they will soon be writing. "What did Anne do that we could try as we get started writing really long chapter books?"
- **Mid-workshop:** Discuss creating chapter titles with students. Usually a table of contents page shows a lot of cross outs and new ideas as people work to get it right. (see chart)

Session 10: Planning and Writing Chapters While Resolving to Get Better (p. 72)

- When you are writing a chapter in a teaching book, you can plan the chapter the same way you planned your teaching picture book. For example, you can plan what you will say in a chapter across your fingers, saying a whole bunch about each finger, or each part of the chapter.

Session 11: Writers Write with Details and Help Readers Picture the Details by Using Comparisons (p. 78)

- Writers don't just tell a fact (a detail). They write in ways that help readers picture the fact (the detail) and to understand why it matters. One way writers do that is by using comparisons. *Show an example of how a mentor author uses a comparison to help readers picture a detail.

Session 12: Different Kinds of Writing in Teaching Books: How-To, Persuasive and Stories (p. 84)

- Whenever a writer goes to write something new – even if it's a chapter, not a book, the writer pauses and thinks – What kind of writing am I making? Then the writer makes sure that his or her writing follows the rules of that kind of writing.
- Students search their chapter books for pages that could be written in a different form or genre (*how to, lists, small moment)
- Use shared writing piece to illustrate this concept.

Session 13: Letter to Teachers: Introductions and Conclusions (p. 91)

- **This lesson might need to be taught over two days.**
- When you write a teaching book, readers expect that your writing, like a school day, will have a beginning and an ending.

Today we will focus on the beginning, or introduction so readers know the big ideas to come.

- When you write a teaching book, readers expect your writing, like a school day, will have a beginning and an ending.
- Today we will focus on the ending, or conclusion. Conclusions leave the reader with a big thought or idea.

Session 14: Fix Up Writing by Pretending to Be a Reader (p. 94)

- When writers get ready to publish, they first reread their writing, thinking about how to get it ready for their readers. One way they get their books ready for their readers is by pretending to be the reader, checking for any mistakes or confusing parts.
- **Share:** Have students gather in groups of four to share parts of their chapter books together as a mini-celebration.

Bend III: Writer Chapter Books with Greater Independence

GOALS: In this Bend, students write chapter books with greater speed and independence. They learn simple ways to research topics and set goals in order to edit, revise and produce powerful, organized nonfiction books.

***You may send a note home, asking students to bring in one or two topic related pictures for their books. They may do so by looking online or in a printed source.**

Mini-Lessons

Session 15: Writers Use All They Know to Plan for New Chapter Books (p. 104)

- As writers start a new chapter in their books, and revise old ones, they get a new plan for their writing. To do this, they study the tools around them – things like charts, published non-fiction books, and even other writers. They think to themselves – How could I try this in my writing? And then they do it.
- **Mid-Workshop:** If a type of paper would work well in a book, but is not a current paper choice, create it yourself!

Session 16: Writers Do Research, Like Finding Images or Photos, to Help Them say More (p. 112)

- Writers research – or look for – photographs or pictures that are connected to their topics. Writers look closely at these, mining them for specific details that will teach people even more about their topics. Then they put into words what they’ve learned and add this to their writing.

Session 17: Editing “On the Go”: Varying End Punctuation to Bring Out a Teaching Book’s Meaning (p. 119)

- Nonfiction writers choose ending punctuation that reflects how they are trying to speak. Specifically, they use periods when they want to tell facts, question marks when they want to ask questions and exclamation marks when they want to tell something exciting, commas and colons when they want to make lists.

Session 18: Using Craft Moves Learned in Small Moments: Pop-Out Words and Speech Bubbles (p. 127)

- Writers use craft moves like pop-out words and speech bubbles in teaching books to give more information or make something stand out.

Session 19: Editing Step by Step (p. 133)

- Writers edit their writing before publishing it. One way to edit their writing is by using an editing checklist. They look at one thing at a time and check to see they have done that one thing throughout their writing. Then they check for the next item on their list and so on.

Session 20: Letter to Teachers: A Final Celebration (pg.138)

- Celebration! Share books with other classes, grade levels or parents!

Instructional Strategies

Related Technology:

- Search: Informational Writing for Kids- Episodes 1-5 (YouTube)

Interdisciplinary Connections

- ☐ Topics in math, science and social studies correlate with nonfiction writing topics.
- ☐ Restorative Circles: “What topic are you an expert in and how did you become an expert?” “What interesting fact can you share about your expert topic?” “Share an interesting fact that you learned from a friend’s writing?”
- **Non-fiction science series** - National Geographic Kids, DK Publishing
- **Non-fiction social studies series** Who Was? Who Is? series by Penguin Random House

Professional Resources:

- **Nonfiction Chapter Books** by Lucy Calkins, Mary Ehrenworth, Christine Holley *Units of Study in Opinion, Information, and Narrative Writing*
- Heinemann website, www.heinemann.com

Unit Description: Writing Reviews – Book 3

In Unit 4, Writing Reviews, students will be introduced to opinion writing by creating a variety of reviews. Students will begin the first bend by bringing in a small collection and reviewing their collections to make choices about which item in that collection is the best. They will then write in defense of those judgements. They will continue with the persuasive unit by writing an assortment of reviews about toys, restaurants, video games, and much more! In the third and final bend children will learn to write book reviews. They'll summarize, evaluate, judge and defend their judgments. The unit cumulates with a celebration of students persuading their peers to read their very favorite books!

Writing		
Big Ideas: - Students will generate ideas for reviews and write with persuasion - Students will include elaboration techniques (ex: counter-arguments, expert testimonials, catchy leads and conclusions, etc.) - Writers will edit, revise, publish and share best work - Writers can write opinion pieces.		
Time Line: January – February	Duration of Unit – 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How can I help a reader understand my opinion? - How can I convince my reader?	Students will understand that... - Strong writers often share their opinions and ideas about something they've seen, done, or experienced. - Strong writers try to convince others to share their ideas and beliefs by supporting their opinions. - Writers can research about topics they care about.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- W.1.1.1.** 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.1.1.5.** 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.1.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Indicators for Speaking and Listening

- SL.1.1.1.** 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.1.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Progress Indicators for Language

- L.1.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- L.1.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.1.5.** 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*, *large*, *gigantic*) by defining or choosing them or by acting out the meanings.
- L.1.1.6.** 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*).

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy

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

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

PRE AND POST ASSESSMENT

Give pre- and post- assessment at the end of the unit.

Students should have 5 page stapled booklet to write on and a supply of additional pages. Give the following instructions:

“Think of a topic that you know and care about, an issue about which you have strong feelings. Today, you will write an opinion, or argument, text in which you will write your opinion and tell reasons why you feel that way. When you do this, draw on everything you know about writing reviews.”

If a student’s writing is not yet conventional, please ask student to read their writing and record verbatim what they say on a post it.

Use the Opinion/Argument Learning Progression and exemplar pieces to assess student work and progress. The learning progressions for opinion writing (along with checklists) are available in the *Writing Pathways: Performance Assessments and Learning Progressions, K-5*.

Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Published Writing	Other Evidence • Conferencing notes/records of conferences, small groups • Student writing goals • Teacher observations • Prewrites • Random collection of writing folders • Rough drafts • Partner conversation
Grammar and Conventions	
Sentence Structure • Use a range of sentence types (telling, asking, exclaiming) • Write using complete sentences Parts of Speech • Use common, proper, and possessive nouns • Use an "I" voice when writing an opinion piece (I, we, us, our, etc.) • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Use personal, possessive, and indefinite pronouns (ex: I, me, my, they, them, their, anyone, everything). • Use frequently occurring adjectives and conjunctions (ex: and, but, or, so, because). • Use a variety of describing words as a way to clarify meaning (ex: It wasn't big, it was gigantic.). Tense • Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). • Add suffixes to root words to convey tense (ex: look, looks, looked, looking) Paragraphing • N/A Capitalization • Capitalize beginning of sentences, the word I, dates and names of people Punctuation • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series.	

Spelling

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Teacher Notes

- Each student will bring in a shoebox with a collection from his/her home during the first bend of the unit. ***Send a notice home a week prior to your first lesson so collections are ready for the first mini-lesson.**
- Create a few “class collections” for students who may not bring in their own collection and to use as an exemplar (ex: toy dinosaurs, shells, rocks, Lego pieces, etc.)
- Prepare students for the unit by doing a variety of opinion and persuasion read alouds (see mentor texts below)
- Prepare students for the unit by whole-class testing and opinion forming by bringing in a trio of fruits or gummy candies and letting children taste them, rank them, and talk about favorites and reasons why.

Mentor Texts

- *Earrings* by Judith Viorst
- *Pigeon* by Mo Willems
- *A Pet for Petunia* by Paul Schmid
- *I am Invited to a Party* by Mo Willems

Materials

Anchor Charts

- To Judge Fairly p. 7
- Convince Your Reader! p. 58
- Easy to Read p. 50
- Important Information p. 69
- Say Hello with a Catchy Introduction p. 85
- Don't Forget to Say Goodbye p. 90
- Give a Sneak Peak p. 118
- How to Give a Convincing Review p. 131



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Other

- Exemplar piece (Book Review example – p. 126)
- Writing center filled with a variety of materials students will need for Writing Workshop (ex: 5 page stapled writing booklets, extra blank pages, “blue ribbon” paper, stapler, pencils, sharpener, crayons, post-its, paper strips, etc.)
- Opinion Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND MINI-LESSONS

Bend 1: Best in Show: Judging Our Collections

GOALS:

During Bend 1 of Writing Reviews students will bring in a small collection and review their collections to make choices about which item in that collection is the best. They will then write in defense of those judgements by writing counter-arguments and using expert testimonials.

Mini-Lessons

Session 1 – People Collect Things and Write Opinions about Their Collections (p. 2)

- Today I want to teach you that people who know a lot about something – like people who keep collections – often think, ‘Which is my favorite? Which is next?’ And people write and talk to tell others about their opinions. They even try to convince others about their opinions.
- **Mid-Workshop** – Introduce new opinion writing paper to students with first-place blue ribbons and lots of space for children to write and give their opinions and reasons why.

Session 2 – Explaining Judgments in Convincing Ways (p. 11)

- Strong writers know that when they have an opinion, or judge something, they need to give a couple of reasons, not just one, and say details about each reason. If they write “For example” or “I think that because” then that helps them bring in some details.
- **Share** – Channel writers to sit around the edges of the rug, and convene a partnership inside that frame, creating a “fishbowl” so that kids learn from watching others and from your voiceovers.

Session 3 – How Do I Write This Kind of Writing Well (p. 20)

- Today I want to teach you that when you write something, it is important to understand the kind of writing you are doing and to figure out ways people do that kind of writing really well. Then, you can try to do those things in your own writing.
- **Share** – Channel students to set goals for their writing by rereading and using anchor charts around the classroom.

Session 4 – Opinion Writers Expect Disagreement (p. 1)

- Strong writers know that people won’t always agree with them. When one person expresses their opinion, some else can say “I agree. My opinion is the same.” Or “I disagree. I have a different opinion.” When they don’t agree with some else’s opinion, it’s a good time to write their own opinion and back it up with tons of reasons.
- **Share** – Channel writers to show each other ways they have used to make their own writing convincing. Collect their ideas and create the “Convince Your Reader!” anchor chart on page 35.

Session 5 – Awarding Booby Prizes for More Practice – and More Fun (p. 36)

- Writers know that people who are collectors don't just report out on the most powerful, the most unusual, or the most interesting items in their collection. They also look for the least powerful, the least unusual, or the least interesting item. Sometimes this is referred to as a "bobby prize". To judge for a booby prize, judges again look at one trait, then another.

Session 6- Bolstering Arguments (p. 40)

- Strong writers make their arguments stronger by finding others who can help them generate even more reasons to support their opinions. They sometimes refer to, or quote, what those other people have said.
- **Share** - Channel writers to reread their opinion pieces in their folders to check for readability (see anchor chart pg. 46).

Session 7 – Editing and Publishing (p. 47)

- Writers can use the checklists that are used to judge writing as their very own "to-do" list, reminding them of all that they want to do to make their writing the best that it can be.
- **Share** - In small groups, give students an opportunity to share their pieces for publication. Students can then provide feedback and award blue ribbons to the best piece.

Bend II: Persuasive Reviews

GOALS: In this portion of the unit, students will write review after review, writing these about anything and everything: toys, restaurants, video games, etc. Students will study mentor texts and add claims or opinions, followed by reasons and explanations of reasons. You will also remind students that writers revise and students should go back and add various components of reviews to previously completed pieces.

Volume plays a major role in Bend II and students should complete at least six lengthy reviews by the end of the ten days.

Mini-Lessons

Session 8 – Writing Reviews to Persuade Others (p. 56)

- Good writers can study reviews and investigate, "What important parts do writers make sure to include to make their reviews so convincing?" Then they'll be able to ask, "How can we do this in our reviews, too?"

Session 9– Talking Right to Readers (p. 66)

- Strong writers of reviews use a voice that talks right to the reader, explaining what the topic is, where to find it, and when to go.
- **Share** – Give students the opportunity to read their writing with their partners, making sure that their tone is persuasive and not bossy.

Session 10 – Making Comparisons in Writing (p. 75)

- Writers use all they already know about writing to convince others. They can think about a way that their subject is better (or worse) than others. They compare their subject with others then they can write to include this information in their reviews.
- **Conferring/Small Group** - Strong writers add supporting details to their reviews through suggestions and warnings.
- **Share** – Strong writers can make their reviews more convincing by sharing their own experiences. They can tell a little story about a time they went to, played with, or tried what they are reviewing. They can do this by imagining exactly what happened and telling it bit by bit to show what made their topic so great or so terrible.

Session 11 – Hook Your Reader (p. 82)

- Strong writers write introductions that grab readers' attention right from the start. One way they do this is by talking to the reader. They can do this by asking questions to make the reader wonder, answering the question in a way that names the topic, and then stating their opinion.
- **Share** – Strong writers include a closing as a way to "say good-bye and thanks for reading". One way they do this is by restating their opinion, reminding readers of what they think and feel, and then send the readers off to go do something.

Session 12 – Partners Work Together to Give Writing Checkups! (p. 91)

- Strong writing partners can work together to give writing checkups. They can use an editing checklist to make sure their partner's piece is easy to read. If they see something to fix up, they can write a note, like a prescription, to give your writing partner ways to make his or her work even better.

Session 13 – Making Anthologies (p. 100)

- Strong writers collect reviews that go together into a collection, or anthology, to share with an audience they hope to convince of their ideas. They work with other writers in the class to create group anthologies on one topic (ex: movies, video games, toys, restaurants, etc.) to share with their peers.
- **Mid-Workshop** – Invite children to work together to design a cover page for their anthologies.

Bend III: Writing Persuasive Book Reviews

GOALS: In the third bend students will learn to write book reviews. They will summarize, evaluate, judge, and defend their judgments. Students will work to persuade others to read and be interested in the books they are reading.

Mini-Lessons

Session 14 – Using All You Know To Write Book Reviews (p. 106)

- Strong writers can write book reviews to recommend titles and authors that they believe others should read. They can use all they already know about writing reviews to convince people to agree with their opinion.
- **Share** – Strong writers can use comparison in their book reviews to explain their opinions. They can make a comparison to show how two books are the same or different, or how one book is better than another. They can things like “If you liked....then you’ll like...” or “I think....is more....because....” They can also use words like better, funnier, funniest, scarier, scariest, cooler, coolest to describe books.

Session 15 – Don’t Spill the Beans! (p. 114)

- Strong writers of book reviews give a sneak peek summary that doesn’t give away the entire book. One way they do this is to share only the most important things readers will need to know about the book and also a few things that will make them curious, but not the ending. They do this by introducing the characters, the situation in the story, and then asking a question.
- **Mid-Workshop** – Strong writers know that revision does not always mean adding something to their writing. Sometimes it means taking something away. As they reread their piece they stop and think “Does this go? Does this help convince readers?” If yes, they keep it! But if not, they revise by taking it out.

Session 16 – Not Too Long, Not Too Short! (p. 123)

- Strong writers check their writing to make sure the sentences they’ve written are just how they want them to be. Writers reread each sentence and ask, “Is my sentence too long? Is my sentence too short? Is it just right?” Then, writers use punctuation to break it apart or linking words to connect ideas or edit in other ways to make it just right.

Session 17 – Review a Review? (p.132)

- Writers use checklists to make sure they’ve made their writing as strong as it can be. They do this by checking each and every part of their writing, not just finding one place where they did what’s on the list.
- **Mid-Workshop** – Strong writers make important parts of their review stand out on their pages by using bold letters. They make sure that the words and phrases that are important to their reader get read with emphasis.

Session 18 – Book Review Talks

- Strong writers share their book reviews with an audience, in the hopes of convincing their audience to take their recommendations.

Interdisciplinary Connections

Social Studies/Science

- Restorative Circle about Science topics (ex: Seasons, Plants/Gardening) – students share an experience related to the Science topics and use idea for Bend II - Persuasive Reviews
 - Circle Questions: *What season is your favorite and why? What season is the best and why? What is the best way to grow a plant? Defend your reason.*
- Restorative Circle about Social Studies topics (ex: Community, Citizenship, People and Our Culture) – students share an experience related to the Social Studies topics and use idea for Bend II – Persuasive Reviews
 - Circle Questions: *What's the best part of a community? Why do you think that? What type of community is the best place to live and why? What is the most important quality of being a good citizen? Why do you think that?*
- Read aloud, or give students the opportunity to read, various books about Social Studies and Science topics. Students can use these books as part of their book reviews in Bend III. (see examples below)
 - Be My Neighbor Maya Ajmera (Community)
 - City Green DyAnne DiSalvo-Ryan (Community)
 - Do Something in Your City Amanda Rondeau. (Community and Citizenship)
 - Do Something in Your Community Amanda Rondeau. (Community and Citizenship)
 - Big Red Lollipop Khan, R., and Blackall (People and Our Culture)
 - Duck for Turkey Day Jules, J. & Mitter, K (People and Our Culture)
 - I Love My Hair Tarpley, N. & Lewis, E. B. (People and Our Culture)
 - The Name Jar Choi, Y. (People and Our Culture)
 - The Seasons of Arnold's Apple Tree by Gail Gibbons (Seasonal Changes)
 - The Turning of the Year by Bill Martin Jr. (Seasonal Changes)

Instructional Strategies

Technology Integration

- Book reviews recorded from a first grade classroom. Show to students as an example or use as a model to create your own recordings of students published book reviews.
 - <http://blogs.socsd.org/mrossi/2017/04/04/book-reviews/>
 - "Reading Rainbow" Book Reviews
 - <https://www.youtube.com/watch?v=MQG6AR5diPw> - Jumanji
 - <https://www.youtube.com/watch?v=oGECqYJq3BI> - Paper Through the Ages
 - <https://www.youtube.com/watch?v=byzECaSmR9Q&index=3&list=PLInVazFUqo1nGa123I1pc5UCmdWoOmdxr> - Slithery Snakes

Professional Resources:

- *Writing Reviews* by Lucy Calkins, Elizabeth Dunford and Celena Dangler Larkey, *Units of Study in Opinion, Information, and Narrative Writing*
- Adapted from Branchburg Township Schools District Curriculum Guides

Unit Description: Poetry and Songs

In this unit, Poetry and Songs, students tap into their natural inclination for rhythm and beat. Young children are natural poets - tapping their knees, chanting words and finding significance in ordinary objects, as poets do. Through experimentation with language, line breaks, comparisons and feelings, students capture what they see and feel through a variety of writing activities.

Students use what they know about the mechanics of writing and clarity of work to make their poems and songs meaningful to readers.

Writing		
Big Ideas: - Poetry writers develop rhythm in their work. - Poetry writers focus on everyday objects. - Poetry writers experiment with language and print.		
Time Line: March-April	Duration of Unit – 5 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How can I write poems and songs about things I care about? - How can my poems and songs have rhythm and beat?	Students will understand that... - Strong writers of poetry snap, tap and sing their work to get the rhythm. - Writers of poetry observe the world around them and write about their observations through the senses. - Strong writers of poetry use creativity to connect to readers.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- 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.

Progress Indicators for Speaking and Listening

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

Progress Indicators for Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word 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*).

TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Multicultural and Cultural Competency Perspectives - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills CRP4: Communicate clearly and effectively with reasons. CRP6: Demonstrate creativity and innovation.	
PRE AND POST ASSESSMENT	
Since students will write about what matters most to them, their work may span across genres-narrative, informational or opinion. Upon beginning and finishing the poetry/song unit, you may have students produce a sample for record-keeping. Pre-assessment/Post-assessment: <i>You will have an opportunity to write the best poem or song you can. You may choose the topic you wish to write about, just remember to consider all the writing techniques you know. They may help you with this task. You will have 30 minutes to think of an idea, write, edit and revise your piece.</i> Students should have a variety of lined paper to support poems of different lengths and rhythm styles.	
Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment • Published Writing • Checklists/Rubrics Other Evidence • Conferring notes/records of conferences • Teacher observations • Random collection from writing folders • Partner conversations	

Grammar and Conventions

Sentence Structure

- Use a range of sentence types (telling, asking, exclaiming)
- Write dialogue using speech and thought bubbles
- Write using complete sentences (as needed)
- Use descriptive language (precise words, sparkly words, action words)
- Use onomatopoeia (words that represent sounds)
- Use spaces between words

Parts of Speech

- Use common, proper and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (ex. He hops; We hop.)
- Use personal, possessive and indefinite pronouns (ex. I, me, my; they, them, their, anyone, everything)
- Use frequently occurring adjectives and conjunctions

Tense

- Use verbs to convey a sense of past, present and future (ex. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.)
- Add suffixes to root words to convey tense (ex. look, looks, looked, looking)

Capitalization

- Capitalize beginning of sentences, the word "I" and dates and names of people (and word emphasis)

Punctuation

- Use end punctuation for sentences (as needed)
- Use commas in dates and to separate single words in a series.

Spelling

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Teacher Notes

- Unit launch: Immersion- songs and poems during shared reading or read aloud time.
- Copy songs and poems onto chart paper: Choral reading opportunities, structural design (line breaks, spaces, etc.) and language nuances (patterns, repetition, vocabulary, descriptors, etc.)
- Set up centers for students to rotate through-week long time frame
- Class poem(s) and song(s) during Interactive or Shared Writing.

Mentor Texts

- Nursery Rhymes
- Familiar songs with simple tunes (students set own poems to these tunes)
- Wet Cement: Concrete Poems (Bob Raczka)
- Where the Sidewalk Ends and A Light in the Attic (Shel Silverstein)
- Scranimals and Good Sports (Jack Prelutsky)

Suggestions:

- Read poems or share in songs from other countries/cultures for a global perspective. (ex: Poet, Nikki Grimes- nikkigrimes.com or Diez Deditos and Other Play Rhymes and Action from Latin America, Jose-Luis Orozco)

Materials

Anchor Charts

(As an If...Then...Unit, specific anchor charts are not shown- Pinterest has many great samples.)

- "Poems Hide Everywhere" (*Look closely, Feel strongly, Wonder about*)
- Show... Don't Tell (descriptions and details)
- Poetry chart with labels to indicate: line breaks, repetition, white space, precise/sparkly words
- Emotions chart
- Ways to Bring Stories to Life (Small Moments)

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Immersion in Songwriting and Poetry: Setting the Stage

GOALS: During Bend 1, students experience songs and poetry through center work as well as shared and interactive writing exercises. Enlarged copies of songs and poems help students notice structural characteristics and author intent. They gain exposure to many types of songs and poems through these examples and early activities. (p. 19)

Suggested Mini-Lessons

Gather students daily to introduce and review poetry concepts/charts. Stressing key components will enhance learning, as this type of writing is unique to most. Since this week is center-based, formal mini-lessons are set aside in order to immerse students in the hands-on work of poetry (observing with senses, finding meaning in the ordinary and wondering about things- note-taking first, poetry writing next)

Sessions 1-5:

Students will be immersed in centers that will get them ready for song writing and poetry writing. The following are a list of centers you may use:

- **Line Breaks** – Students work independently or with a partner to read poems. They cut apart the poem to indicate where line breaks would be best.
- **Music** – Students listen to popular songs and visualize what they think of when hear the music. They draw or paint what they visualize.
- **Drawing/Painting** – Students seat themselves next to a window in the classroom and look outside. They draw or paint what they observe.
- **Everyday Objects** – Students work in groups to observe everyday objects. They draw what they notice and write descriptive words to match. Ultimately, they aim to see objects in new ways.
- **Five Senses** – Students explore different objects using their five senses. They write down descriptions based on observations.

Bend II: Studying the Rhythm of Voice and Songs to Help Us Write Our Own

GOALS: Students use all that they have learned thus far to write their own poetry and songs. Students call upon familiar tunes to jump-start their writing. They connect known songs with writing from center work. They produce a volume of songs and poems during this bend. (p. 22)

Suggested Mini-Lessons

Session 6:

- Anything can be turned into a song. All you need to do is sing the words. Have a pen in hand so that it is easy to make changes to the words and easier to sing. Show students a list of words that you made when you looked out the window. Read it in a flat voice, and then put music to it to turn it into a song.
- **Shared Writing:** Write words/phrases to describe something meaningful to the class. Together, put it to music and sing.

Session 7:

- Poets and song writers can make up their own songs by singing words to a made-up tune or to one that they already know.
- **Mid-workshop:** Review line breaks in a charted poem the class knows. Discuss purpose so students incorporate into work.

Session 8:

- Songs can teach about different things like, giving directions, remembering things, telling about a feeling, an event or even how to play a game. Sing to the class, “The Ants Go Marching” and show them how you can change the words to count something else.

Session 9:

- Poets and song writers look for things that inspire them. As they look around, they use their senses to observe different objects to write about.
- **Mid-workshop:** Remember that how your poem/song is written- punctuation, font, capitals, repetition and white spaces lets the reader know how to sound.

Session 10:

- Writers can always choose to sing their writings instead of using their plain voices. Songwriters often repeat the important words because this can accomplish two things: it shows the readers which parts are most important, and repetition helps give the voice of rhythm and beat.
- **Mid-workshop:** Students may clap or tap the beat or use instruments like shakers.

Bend III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems

GOALS: In this bend, students reach for meaningful writing topics by asking themselves, “What really matters to me?” Writing about a special object, using the senses, will help highlight this concept and inspire writing from the heart. They will convey thoughts and feelings through their songs and poems. (p. 24)

**Send note for students to bring in an important object for writing (and sharing).*

Suggested Mini-Lessons

Session 11:

- Poets choose topics that are important to them. They write about things in their life that they love- a special place or person.

**Bring in a favorite object to use for inspiration the following day.*

Session 12:

- Writers also use meaningful items to inspire writing. They show strong feelings about these objects and express it in their work- a favorite stuffed animal or photograph.

Session 13:

- Writers show strong feelings in their work. One way they do this is by talking to their object. (“Oh, toy car, how I love you. You are always so much fun. You make me feel happy.”) Poets think about feelings and how to convey emotion in their songs/poems.
- **Share:** Read and derive feedback from partners on songs/poems. Aim for expression, gestures and pauses.

Bend IV: Songwriters and Poets Revise and Write New Songs and Poems

GOALS: Students learn that both poets and songwriters elaborate on the topics they care about, as all writers do. Students aim to make their work better through development and details. Partners help one another by listening, reading, complimenting and questioning. A celebration concludes the end of this bend. (p. 26)

Suggested Mini-Lessons

Session 14:

- Writing partners have very important jobs. One is to share thoughts and feelings about work through active listening. This means looking at your partner, listening very closely and keeping a still body. Another is to read your work to your partner so that he or she really understands what your song or poem is all about. Partners help one another improve their work.
- **Mid-workshop:** Authors use pictures to give readers extra information. Try to add details to your own illustrations to give readers additional information.

Session 15:

- One of the jobs as a listening partner is to compliment the strategies that the writer is trying out. Look around the room at our writing charts for compliment ideas. I noticed that you tried... I see that you....

Session 16:

- Poets and authors reread work to add more detail and elaborate. Refrains, comparisons and word choice help create clear messages and images.
- **Mid-workshop:** Add a second verse about the same topic if there is more to say. *Show real and inspiring examples of how poets play with language and text placement to convey meaning.

Session 17:

- Poets use words, letters and punctuation to emphasize key parts. Students prepare for publishing by checking over these elements and considering where emphasis should go as they edit, revise and share. Practice! Voice and gestures are key to making songs and poems burst!

Session 18:

- Celebration! Hold a coffee house, concert or simply share with another class so students can perform for an audience.

Instructional Strategies	
Related Technology:	
• Recordings and viewings of nursery rhymes and popular children's songs • BrainPOP and BrainPOP, Jr.- Poetry lesson and poems • Record class poetry readings	
Interdisciplinary Connections	
☐ Use poetry or songs for teaching math, science or social studies concepts ☐ Students write poems or songs related to units in other content areas ☐ Restorative Circles: What is your favorite poem? (should know many from class by this point) What topic(s) do you like to write poems/songs about? What is your favorite song?	
Professional Resources:	
• If... Then... Curriculum - <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 1</i> • Heinemann website, www.heinemann.com	

Unit Description: Scenes to Series: Writing Fiction (Book 4)

In this unit, students do what they already love - pretend! They develop and name characters in imagined scenarios. Students use planning across pages and what they know about small moment writing to develop storylines, character trouble and satisfying endings. Students create a series, putting their characters into more than one book with new adventures along the way, culminating in a published boxed set.

To strengthen realistic fiction writing, teachers use mentor texts to model this genre, and writers call upon their own experiences to make their stories truly realistic. Adding realistic details supports this work, helping readers to visualize the story (show, not tell). Through developing this story structure, with a clear beginning, middle and end, students continually edit and revise their realistic fiction pieces using checklists. The unit ends with another published series, complete with an All About the Author page.

Writing		
Big Ideas: - Understand the genre of realistic fiction - Develop an understanding of realistic fiction and series writing - Edit, revise and publish best work	Duration of Unit – 5 weeks	
	Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How can I write realistic fiction? - How can I write a book series?	Students will understand that... - Good writers of realistic fiction create believable characters, settings and problems. - Good writers of realistic fiction use previously taught narrative writing techniques to make their stories even better.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- 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.

Progress Indicators for Speaking and Listening

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

Progress Indicators for Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word 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*).

TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Multicultural and Cultural Competency Perspectives - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills CRP6: Demonstrate creativity and innovation. 8.2.2.C.1: Brainstorm ideas on how to solve a problem or build a product.	
PRE AND POST ASSESSMENT	
Except for Unit 1 - Use Students' (i.e. Unit 1 Narrative) Post Assessment as the pre-assessment data. Give the post assessment at the end of the unit. Students should have a 5-page stapled booklet to write on and a supply of additional pages. Give the following instructions: <i>"I'm really eager to understand what you can do as writers of narratives. Today, will you please write the best Realistic Fiction piece that you can write? Make this be a story of one time in your character's life. You'll have only 45 minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting.</i> <i>Write in a way that allows you to show off all you know about narrative writing. In your writing, be sure to:</i> <i>● make a beginning for your story</i> <i>● show what happened, in order</i> <i>● use details to help readers picture your story</i> <i>● make an ending for your story</i> Use the Narrative Writing Rubric to assess student growth.	

Formative and Summative* Assessments:	Other Evidence
• Pre-assessment/Post-assessment * (online resources) • Published Writing • Checklists/Rubrics	• Conferring notes/records of conferences, small groups • Teacher observations • Prewrites • Random collection from writing folders • Rough drafts • Partner conversation

Grammar and Conventions
Sentence Structure • Use a range of sentence types (telling, asking, exclaiming) • Write dialogue using speech and thought bubbles in both illustrations and text • Write using complete sentences • Use descriptive language (precise words, sparkly words, action words) • Use onomatopoeia (words that represent sounds) • Use spaces between words Parts of Speech • Use common, proper and possessive nouns • Use singular and plural nouns with matching verbs in basic sentences (ex. He hops; We hop.) • Use personal, possessive and indefinite pronouns (ex. I, me, my; they, them, their, anyone, everything) • Use frequently occurring adjectives and conjunctions Tense • Use verbs to convey a sense of past, present and future (ex. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.) • Add suffixes to root words to convey tense (ex. look, looks, looked, looking) Paragraphing • Use chapter titles to help elaborate writing piece Capitalization • Capitalize beginning of sentences, the word "I" and dates and names of people Punctuation • Use end punctuation for sentences • Use commas in dates and to separate single words in a series. Spelling • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Teacher Notes

- You may decide to read a realistic fiction series to familiarize your students with this genre- realistic characters, realistic settings, realistic problems and realistic solutions.
- You may want to collect cereal boxes to decorate and use for boxed sets for series.
- You can create a class realistic fiction story during Interactive or Shared Writing at the start of the unit.

Mentor Texts

- Henry and Mudge series
- Katie Woo series
- Ivy and Bean series
- Ezra Jack Keats (books with Peter- Snowy Day, Whistle for Willie, Peter's Chair, Pet Show)

Suggestions:

- Share interviews or information from author websites to exemplify where realistic fiction authors get their ideas (*Related Technology section).

Materials

- **Anchor Charts**
 - How to Write a Realistic Fiction Book
 - Ways to Bring Stories to Life (use same from Small Moments unit)
 - Ways to Spell Words (from previous units)
 - How to Write Series Books
 - Details That Go in Book One of a Series
 - Our Favorite Series Authors
- Narrative Writing Checklists- to use throughout the unit, self-assessment and goals
- Demonstration Realistic Fiction Teacher Writing Piece
- Writing Center filled with variety of materials (5-page booklets, extra paper, writing tools, post-its, revision strips)

GOALS AND MINI-LESSONS

Bend I: Fiction Writers Set Out To Write Realistic Fiction!

GOALS: During Bend 1, students plan and draft realistic fiction stories. They bring their lively imaginations to the serious work as writers and act out their stories to connect with the character(s). Through courageous word choice and spelling, writers will reflect on their work using narrative checklists to set new goals.

Mini-Lessons

Session 1: Serious Fiction Writers Do Some Serious Pretending (p. 2)

- When you write realistic fiction, you imagine a pretend character. Then you pretend things about that character—where the character is, what the character does and especially the trouble he or she gets into. Fiction writers give the characters real-life adventures.
- **Share:** Explain that a lot of authors recommend spending the last few minutes of a writing session beginning a next page or sentence. They do this so on the following day, a writer can jump right in and continue. Share a student example, if possible. Suggest that students make a sketch, note or sentence on the next part of the story... enough to allow them to dive in tomorrow.

Session 2: Writers Develop a “Can-Do,” Independent Attitude (p. 11)

- Writers take charge of their own writing and give themselves orders. They think about the work they need to do and almost whisper little assignments to themselves, such as, ‘Now I need to...’ and ‘Next I should...’
- **Mid-Workshop:** Remind students to use past charts and tools stored in writing folders to help while writing and checking work. (How to Unfreeze People, Word-solving Powers, etc.)

Session 3: Writers Learn to Get Their Characters Out of Trouble (pg. 21)

- Readers love satisfying endings. One way writers create satisfying endings is by telling what happens to their characters at the end of the story. This makes their readers happy!

Session 4: Serious Writers Get Serious about Spelling (p. 30)

- Writers often choose special and fancy words to bring sparkle to their stories. These daring writers remember and use all they know about spelling as they write.
- **Share:** Remind students that they can go back and check their spelling of tricky words by writing them three ways and choosing the one that looks right and most familiar.

Session 5: Taking Stock (p. 38)

- Each of you is going to investigate the question, “What am I doing well as a narrative writer, and what do I want to work on next?” You probably remember how to do this. First, you put your best fiction book in front of you. Then compare your writing to the Narrative

Checklist.

- **Note:** Students can play “Sharing the Mike” to celebrate best work.

Bend II: Fiction Writers Set Out to Write Series

GOALS: Students use all that they have learned this far to write a series. They choose a character and adventure for Book One, knowing that this character will embark on other adventures in stories to follow. Using a beloved series like Henry and Mudge helps model essential elements for series writing (write with detail, dialogue, etc.).

Mini-Lessons

Session 6: Series Writers Always Have A Lot to Write About (p. 48)

- When writers imagine a character they really like, they stick with that character for a bit and create more than one story around him or her. Fiction writers sometimes write series.
- **Mid-Workshop:** Explain that sometimes, series writers have their characters get into similar trouble, but think of different ways to get their characters out of trouble. Turn and talk with partners about different ways their characters can get out of trouble.
- **Shared Writing:** Recruit the class to help co-construct a plan for a class story.

Session 7: Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know? (p. 59)

- Series writers often tell a lot of important details about their characters in Book One of their series. This helps the reader understand the characters better and know what to look for in other books in the series.

Session 8: Letter to Teachers: Writers Develop Their Dialogue (p. 69)

- Writers make characters speak in many ways, just like people in real life do. Teacher models ways to show conversation (sentences in text, speech and thought bubbles, other “said” words, body movements).
- **Mid-Workshop:** Emphasize writers use dialogue, feelings, thoughts, actions to bring stories to life. Share an example. Partners can even act out stories.

Session 9: Saddle Up to the Revision Party-And Bring Your Favorite Writer (p. 73)

- Writers, the idea of a revision party is to have fun together, finding ways to make your fiction books sparkle. One way writers figure out ways to add sparkle to their fiction books is to see what kinds of things their favorite authors put in their books.

Session 10: Letter to Teachers: Celebrating Our First Series (p. 82)

- Teach writers to make sure their work is as ‘finished’ as possible before they send it out to the world. That means making sure writing is easy to read and the presentation is beautiful. Then invite the children to choose a few stories from the past two weeks to edit and fancy up and put in a decorated box of their very own. **Note: Students can celebrate their work by sharing pieces with others, i.e. kindergartners!**

Bend III: Becoming More Realistic at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers

GOALS: In this Bend, students delve further into the genre of realistic fiction, understanding the details that make stories realistic. Students call on their own experiences and add details to show a story with a clear beginning, middle and end. Using all their knowledge about writing as well as implementing patterns and chapters, they create powerful, realistic stories.

Mini-Lessons

Session 11: Series Writers Investigate What Makes Realistic Fiction Stories Realistic (p. 88)

- Writers often study what makes realistic fiction seem so realistic. Then they call on their own experiences to write stories that seem real.
- **Mid-Workshop:** Remind students that writers show independence by getting started in a variety of ways. Some touch and tell, others tell across fingers, some sketch while others write a word or sentence on a page.

Session 12: Writers "Show, Not Tell" by Focusing on Tiny Realistic Details (p. 96)

- Writers *show* their readers what is happening in their story. One way writers do this is by picturing their story, and then adding lots of the realistic, exact details they are picturing in their writing. This way, readers can picture it too.
- **Mid-Workshop:** Review with students that writers draw upon personal experiences to show how a character is feeling and what a character is doing within realistic settings.

Session 13: Fiction Writers Include Chapters: Writing a Beginning, Middle and End (p. 105)

- Fiction writers often divide their story into chapters. One way they do this is to break their story three parts: beginning, middle (trouble/problem) and end (fixing the trouble/solution).

Session 14: Patterns Help Writers Elaborate (p. 115)

- Famous writers like Cynthia Rylant (name any you've focused on) play with patterns to stretch out parts of their stories. One way they do this is to work in three details or three examples when describing something.
- **Mid-Workshop:** Mention to students that elaborating on endings using patterns helps build tension and excitement.

Session 15: Writers Use Their Superpowers to Work with Greater Independence (p. 124)

- Writers, today we are going to do an inquiry and investigate an important question. "What super writing powers do I have as a super series writer?"
- During the writing session, a quick superpower check using silent signals brings superpowers to the forefront of students' minds.
- **Note:** Students may be able to use their just-right books to notice patterns, endings, character details, etc.

Bend IV: Getting Ready to Publish Our Second Series

GOALS: Students showcase their work and make both their writing and illustrations beautiful and complete through editing and revision. They add all pertinent details to effectively share their story. They also add a page introducing themselves to their readers. An audience celebrates their work with them!

Mini-Lessons

Session 16: Punctuation Parties (p. 132)

- Writers use punctuation to give orders to their readers. One way writers make sure their punctuation is giving the right orders is to reread part of their story out loud, and when they want a part to sound exciting, they add an exclamation mark. When they want a part to sound like a character is questioning or wondering, they add a question mark.
- **Mid-Workshop:** Remind students that using ellipses helps create suspense in writing because it slows down the readers' voice.

Session 17: Writers Use Illustrations to Tell Important Details (p. 141)

- You can study how authors use pictures to give their readers extra information. Then you can try to add details to your own illustrations to give your readers additional information too.

Session 18: Meet the Author" Page (p. 149)

- As writers get ready to publish, they often include a 'meet the author' page to introduce themselves and their writing to their readers. You might consider this as well.
- **Share:** Rally students for the upcoming publication and channel them to plan for their writing time so their series will be ready. Independent writers use their time wisely.

Session 19: Letter to Teachers: Getting Ready for the Final Celebration (p. 155)

- During yesterday's share session, most students likely planned to get ready for the celebration. Today will look like a busy workshop where kids get right to work allowing plenty of time to revise, edit and make work beautiful.... Remind students to make smart choices, turn to partners and reference charts as needed.
- Reference List: Are You Ready to Celebrate?

Session 20: Letter to Teachers: A Celebration of Series Writers: The Grand Finale! (p. 157)

- Today there is a lot to celebrate! Have fun and be creative. Celebrate not only students' writing and the learning that took place, but also great teaching! This is the grand finale! Showcase all the writing skills, creativity and hard work that happened through this unit of study. Students can decide on a book or a boxed set that they have revised, edited and fancied up.
- You may invite kindergarteners, second grade teachers or parents in for a writing celebration!

Instructional Strategies

Related Technology:

- **BrainPOP Jr. videos:** Cynthia Rylant (Henry and Mudge series) and Ezra Jack Keats (series with Peter character)
- **Search:** www.dailymotion.com/video/franmanushkin: Katie Woo Series by Fran Manushkin (1-minute video where Katie Woo gives a blurb about her book- jumping off point for writing catchy introductions or book blurbs)
- **Search:** www.cynthiarylant.com to learn about Rylant's life and how her experiences play out in her series

Interdisciplinary Connections

- ☐ Science and Social Studies Units
- Restorative circles about science topics (Seasons and Plants), students share an experience related to the science topics and connect to writing (students write a book series about favorite seasonal experiences, series about planting, nature, gardening)
 - Circle Topics: What is your favorite season and why? What do you enjoy most about the season? How can you describe the season using your senses? What have you planted and were you successful? What is your favorite food to eat grown from a plant and why?
- Restorative circles about social studies topics (Community and Citizenship, People and Our Culture), students share an experience related to the social studies topics and connect to writing (students write a book series about favorite community experiences- classroom, local stores, community helpers, community activities, series about family traditions and holidays)
 - Circle Topics: What makes Maplewood/South Orange a good place to live and why? What is your favorite store to visit? What activities in the area do you enjoy most? What family tradition is special to you? What individual characteristic are you most proud of and why?
- **Non-fiction science series** - National Geographic Kids (Plants, Matter) From Seed to Plant, Water, etc.
- **Non-fiction social studies series** by Yona McDonough (People and Our Culture): Who Was Rosa Parks? Who Was Harriet Tubman? Who Was John F. Kennedy? Who Was Wolfgang Amadeus?

Professional Resources:

- From Scenes to Series by Lucy Calkins, Mary Ehrenworth, Christine Holley
- Heinemann website, www.heinemann.com
- Adapted from Branchburg Township Schools District Curriculum Guide

Unit Description: Independent Writing Projects across the Genres

The final writing unit of first grade, Independent Writing Projects across Genres, is an invitation to students to write in a genre that the class has studied together over the year or to apply what they have learned about good writing to new genres that may intrigue and interest them. In Bend I, students select the type of writing that they want to study. They spend the first week recalling everything they know about that genre to help guide them to generate ideas, plan, and draft. Students who are working on the same genre will come together to create “publishing houses” that will offer genre specific support.

During Bend II, students focus on the habits, processes, and qualities of good writing within their specific genre. They revise in ways that strengthen their writing and work closely within their publishing houses. Bend III gives students the opportunity to look toward mentor texts to further strengthen their writing. They will spend the week reading and searching these texts for particular writing strategies they can then apply to their own writing. In the final bend students select a piece for publishing and think about what the piece needs to make it the best it can be. The unit will culminate with an end of year writing celebration!

Writing	
Big Ideas: - Choose a specific writing genre to study and write - Work in a small group setting with peers to improve genre specific writing - Learn from mentor authors and identify ways to make writing the best it can be - Edit, revise and publish a best piece	
Time Line: May - June	Duration of Unit – 4 weeks

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What genres can writers utilize to communicate their ideas, thoughts and stories? • How can I use the writing process to improve my writing? • What can writers learn from other authors? • How can I use different tools to publish my writing?	Students will understand that... • Writers can write in a variety of genres such as; poetry, informational books, persuasive letters and reviews, picture books, etc. • Writers can study a specific writing genre and identify its important features. • Writers study craft techniques (writing styles) of mentor authors and try to emulate those techniques in their own writing. • Writers can edit and revise writing to make it the best it can be.
NEW JERSEY STUDENT LEARNING STANDARDS	
Progress Indicators for Writing 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.	
Progress Indicators for Speaking and Listening SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.5. 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.

Progress Indicators for Language

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

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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*, *scow*) 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*).

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

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

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

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

8.2.2.A.4. Choose a product to make and plan the tools and materials needed.

8.2.2.E.1. List and demonstrate the steps to an everyday task.

PRE AND POST ASSESSMENT	
Due to the fact that students will be writing in a variety of writing genres, a pre and post assessment will not be done for this unit. At this point in the year, you will have given and pre and post assessment for informational, narrative and opinion writing. There is no formal pre-assessment for this unit. Rather, use all of the students' writing thus far this year, to determine strengths and weaknesses and areas to focus on during the unit.	
Formative and Summative (*) Assessments: - Published Writing Other Evidence - Conferring notes/records of conferences, small groups - Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work) - What are the ranges of topics that reoccur? - How does the child's writing on this topic evolve over time? - What does the child tend to do most often when he or she sits down to write? - What patterns can one detect in how a child goes about starting a writing piece? - What sorts of topics or genre or conditions seem to generate energy for the child? - To what extent do we see evidence that instruction is affecting what the child does? - Partner conversation	
Grammar and Conventions	
Sentence Structure - Use a range of sentence types (telling, asking, exclaiming) - Write using complete sentences Parts of Speech - Use common, proper, and possessive nouns - Use an "I" voice when writing an opinion piece (I, we, us, our, etc.) - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). - Use personal, possessive, and indefinite pronouns (ex: I, me, my, they, them, their, anyone, everything). - Use frequently occurring adjectives and conjunctions (ex: and, but, or, so, because). - Use a variety of describing words as a way to clarify meaning (ex: It wasn't big, it was gigantic.). Tense - Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). - Add suffixes to root words to convey tense (ex: look, looks, looked, looking) Paragraphing - N/A	



South Orange Maplewood School District
English Language Arts Department
Writing Curriculum
Grade 1

Capitalization

- Capitalize beginning of sentences, the word I, dates and names of people

Punctuation

- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.

Spelling

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Teacher Notes

- If there are genres that are new to your students, you may want to consider reading some selections for read-aloud several days before the official launching of the unit. You may want to compile a few examples of a wide variety of genres.

- Examples of genres students may choose to write in:

• Song books	• Pamphlets
• Poetry	• Greeting cards
• Information books	• Graphic novels
• Newspaper article	• Picture books
• Persuasive letters and reviews	• Narrative pieces
• How-to books	• Chapter books
• Posters	• Science writing

- Allow for students to hold a variety of charts in their writing folders for easy access. These can include; alphabet chart, personal word wall, vowel chart, blends/digraph chart, small anchor charts, genre specific check list, editing checklist.
- You will need a variety of paper choices during this unit due to the range of writing genres students are working in. Be sure to label and create spaces for paper/supplies for each genre study.
- As an end of unit celebration you can arrange the classroom to resemble a bookstore, with separate sections for each genre. Each publishing house can create signs which depict their genre and the features of their genres. Students can also create posters advertising "meet the author" events. Also, include an area for author readings. You could even copy some of the students' booklets and have them give out a few "signed copies of their book." Invite visitors, like a buddy class or parents, to come browse your classroom bookstore. Encourage the students to explain their genre to the visitors and how it is different than the other genres.

Mentor Texts

NOTE: Mentor texts will vary based on your class's selection of genres to study. Use mentor text lists from previous writing units as a guide. Below is a list of some examples of mentor texts from a few writing genres that you have not previously taught that students may study.

Poetry/Songs:

- Night on Neighborhood Street by Eloise Greenfield
- Where the Sidewalk Ends by Shel Silverstein
- FEEL THE BEAT! Dance Poems that Zing from Salsa to Swing by Marilyn Singer
- Acoustic Rooster by Kwame Alexander
- Life Doesn't Frighten Me by Maya Angelou
- Hip Hop Speaks to Children: A Celebration of Poetry with a Beat by Nikki Giovanni
- Poetry for Young People- Langston Hughes by David Roessel
- Poetry for Young People- Maya Angelou by Dr. Edwin Graves Wilson

Newspapers/Magazines:

- Time for Kids (printables on website)
- TeachingKidsNews.com
- Kids Post- from the Washington Post
- Nat-Geo for Kids

Graphic Novels:

- Bumperboy and the Loud, Loud Mountain by Debbie Huey (Series)
- Luke on the Loose by Harry Bliss
- Silly Lilly and the Four Seasons by Agnès Rosenstiehl
- Owly Vol. 1 The Way Home and the Bittersweet Summer by Andy Runton (Series)
- Benny and Penny in the Big No-No! By Geoffrey Hayes (Series)

Materials

Anchor Charts

- Have available a variety of anchor charts from previous writing units. Small versions that “publishing houses” could use would be beneficial.
- “Writing Process Anchor Chart” (see example below)

Writers Always:

1. Decide what kind of writing you want to make. What kind of books do I love? What have I always wanted to write? What do I want to write again?
2. Get an idea of what you want to share, teach, or say to a specific audience.
3. Plan. Decide how that kind of writing goes; ask “What should the paper look like?” Then, touch and tell. Then, sketch the parts.
4. Write
5. Revise- ask, “What, Where, Who, When, How?” to add more

- How to Use a Mentor Text (see example below)

WHAT is this writer doing that I really love?	WHY is the writer doing it?	HOW can I try this in my own piece?
Trixie is yelling at her Daddy about Knuffle Bunny	So you can hear the characters talk	Add more speech bubbles Add more talking

Other

- Exemplar teacher text in a variety of writing genres
- Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND SUGGESTED MINI-LESSONS

Bend 1: Getting Started with Writing Projects in a Range of Genres: Generating Ideas, Planning, and Drafting

GOALS:

In Bend 1, students select the type of writing that they want to study. They spend the first week recalling everything they know about that genre to help guide them to generate ideas, plan, and draft. Students who are working on the same genre will come together to create “publishing houses” that will offer genre specific support.

NOTES: Plan to spend about a week in Bend 1.

Suggested Mini-Lessons

Session 1

- Today I want to teach you that writers can choose their own genres to write in. They can come up with their own ideas for the sort of writing they’d like to do and can work at making that writing the best it can be. They do this by thinking back to all the writing units they’ve worked in and choosing one that they enjoyed and want to practice more.
- **Mid-Workshop** – Ask students to come together with other students who would like to work in the same writing genre as them to create a “publishing house”. For example, all students writing narrative will form a narrative publishing house, all children writing poems will form a poetry publishing house, and so on. In their publishing houses, students will work side by side to make high-quality writing in the genre of their choice.

Session 2

- Strong writers choose writing genres that they are interested in and that they know a lot about! They may choose a writing genre that we have studied in our class or they may pick one that is new but that they know all about through reading it. They write things that matter to them and write about things that they understand and have experienced.
- **Mid-Workshop/Share** – Create a class anchor chart with the genres that students will be writing in and students’ names on post-its next to their genre. Be sure that children are not working alone in a genre and that the number of “publishing houses” is manageable (4-6).

Session 3

- Strong writers make lots of choices when working in their publishing house. One question they asked themselves is, ‘What do I want my writing to look like? Do I want it to be a chapter book? A comic strip? A picture book?’ Then they choose their paper based on their answers. They think, ‘What would work best for the genre I am writing in?’
- **Mid-Workshop** – Have students discuss and label a variety of paper choices in the writing area for future use. These may include; blank paper, books with picture boxes and lines, poster paper, lists, poetry paper, etc. Students should be given freedom to choose a variety of different colors and mediums when writing throughout this unit.

Session 4

- Strong writers think back to all they know about the writing process when they write in their specific genre. They remember to plan their writing by thinking first and touching and telling their story, poem, how-to book or newspaper article before they begin to write. Then they sketch quick pictures before they get started writing.
- **Share** – Create or reuse a “Writing Process” anchor chart. Remind students that no matter their genre each writer begins their writing by thinking and planning, and then move onto sketching, writing and revising.

Session 5

- Strong writers revise their writing, not waiting for the end of a writing piece to go back and make it better but doing that hard work right from the beginning. They think, ‘What can I do to make this writing the best it can be?’ and they add those things right away.
- **Mid-Workshop** – You may want to have a variety of small anchor charts for specific genres available for student use. These will help students to remember the important components of how-to books, poetry, informational writing, narrative stories, etc. These anchor charts can be stored within each “publishing house” for future use.

Session 6

- Strong writers edit their writing to make it easy to read. They check their writing to make sure it has punctuation, sight words spelled correctly, capitalization, etc. (“Easy to Read” Anchor chart)

Bend II: Lifting the Quality of Writing

GOALS: During Bend II, students focus on the habits, processes, and qualities of good writing within their specific genre. They revise in ways that strengthen their writing and work closely within their publishing houses.

Suggested Mini-Lessons

Session 7

- Today I want to teach you that the characteristics of good writing are the same in almost all genres you write in! Remember to write with precise, exact words, to reread to make sure the meaning is clear and to answer readers' questions as you write. Don't forget to "show, not tell" to create a crystal clear picture of what's happening. (Create an anchor chart with general characteristics of good writing that can be used across a variety of genres.)
- **Share** – Invite students to share ways that they showed a characteristic of good writing in their genre.

Session 8

- Strong writers work closely with partners within their publishing house to make their writing the best it can be. When they read their work to their partner, the listener comes with Post-its in hand ready to provide specific feedback to the writer. They name strategies that writers used well and then propose a next step to make the writing even better.
- **Mid-Workshop** – You may want to allow time for children writing in different genres to compare similar crafting techniques that they have effectively used.

Session 9

- Writers revise their writing by using a checklist to make sure they have included all the important parts of the genre in their own writing. They can do this on their own, or with a writing partner. They sit side by side, using charts and checklists as a reference, asking questions and adding more as they go. (Be sure to provide the Information, Opinion and Narrative Writing Checklists for students to utilize.)

Session 10

- Writers use revision tools to make their writing even better. They use flaps, strips, thin markers, Post-its, extra pages, carets and asterisks to change and add more to their writing.
- **Share** – Invite students from a variety of genres to show ways they have revised their writing to make it even better by using revision tools.

Session 11

- Strong writers celebrate the work of others by creating "expert lists" that showcase the hard work of all students in our class. Students can choose an area they are an "expert" in – whether that be creating funny rhyming poems, or blending writing genres into one book – allow for them to showcase their talents and help/teach others their trademark style.

Bend III: Using Mentor Texts As Our Personal Writing Teachers

GOALS: Bend III gives students the opportunity to look toward mentor texts to further strengthen their writing. They will spend the week reading and searching these texts for particular writing strategies they can apply to their own writing.

Suggested Mini-Lessons

Session 12

- Strong writers look to their favorite authors to find – and then try – craft moves that inspire them. They find books to support their specific genre, pick an author that inspires them, and have a go! They make sure that the type of writing they are working on is also the genre their mentor author is writing. (You'll want to have available a variety of mentor texts for students working in different genres to look toward.)

Session 13

- Strong writers read their mentor texts and find ideas for their writing by finding a part they like. Once they have that part, they then seek to name the specific craft move the author used and figure out how the writer did it. Finally, they can try this same craft move in their own writing, by selecting a part in their work where it would be beneficial to incorporate that same move. (Mentor Author Anchor Chart)

Session 14

- Today I want to teach you that “publishing houses” can create their own anchor charts to use to help them make their writing the best it can be. They do this by making a list of what they are noticing and understanding about their writing genre. They can then find ways that they are incorporating some of these ideas into their own writing to share with their friends in their “publishing house”! These list and writing pieces can turn into charts that you all can use to make sure you have all the important parts in your writing pieces.
- **Share** – Invite “publishing houses” to come together and share their anchor charts. Ask students what they notice about the anchor charts, what is similar or different about them?

Session 15

- Today I want to teach you that good writers are always thinking about their audience – no matter the genre. They take a step back from their writing and think, ‘Who am I writing this for? What questions might they still have? How can I make my writing easier for them to understand? What can I do to make it more enjoyable?’ They then revise, change and add more to their writing to make it the best it can be.

Bend IV: Preparing for Publication

In the final bend students will select a piece for publishing and think about what the piece needs to make it the best it can be. The unit will cumulate with an end of year writing celebration!

Suggested Mini-Lessons

Session 16

- Strong writers revise their writing. They do this by adding more to both their pictures and words. They reread to see if they can add more specific, precise language or include action words that help their reader to truly picture their writing in their minds. They think back to all the envisioning work they do in reading and try to create a picture for their reader when they are writing.
- **Mid-Workshop** – Share the precise action words that Kevin Henkes used in *Shelia Rae's Peppermint Stick* – *fell, tipped, stumbled, broke* – to remind students of the importance of “showing, not telling” in their own writing.

Session 17

- Writers revise by adding details to their writing. They do this by rereading their pieces, thinking about which part is the most important and stretching it out with details, adding dialogue and small actions.

Session 18

- Today I want to teach you that writers add new beginnings and endings to their writing pieces to hook their reader and to say goodbye. They can try a few different beginnings and endings to see which one works best. They can also look to their mentor authors, name what the writer did in his or her beginning or ending and try adding it to their own work.

Session 19

- Today I want to teach you that good writers reread their writing, not only the entire piece but short sections too. They asked themselves, ‘Is my writing clear? Will my reader understand it? Did I write exactly what I wanted to say?’ Then, they go back and revise adding more, changing words, making it easier for their reader to understand.

Session 20

- Today I want to teach you that good writers edit their writing by using an editing checklist. They make sure that they have punctuation, correct spelling of sight words, capitalization, neat letters, spaces between words, etc.

Session 21

- Strong writers “fancy up” their writing! They do this by choosing and then adding a variety of things to their writing such as; a dedication page, about the author, blurb on the back, fancy cover, etc.

Session 22

- Strong writers celebrate their work by sharing it with others! You can decide with your students the best way to showcase their final writing pieces of the first grade year – museum, a classroom bookstore, author readings, etc. Allow for students to look back on their writing from first grade and celebrate all they have accomplished!

Interdisciplinary Connections	Instructional Strategies
Math Based on your students specific genre selections you may choose to incorporate a variety of math connections based on previous writing units.	Social Studies/Science - Restorative Circle about Science topics (ex: Seasons, Living Things, etc.) – students share an experience related to the Science topics and use ideas for student specific writing genres. Questions/Idea will be based on each particular class’s genre choices. - Restorative Circle about Social Studies topics (ex: Community, School, Families) – students share an experience related to the Social Studies topics and use for specific writing genres. Questions/Idea will be based on each particular class’s genre choices.
Technology Integration NOTE: Technology integration will vary based on your class’s selection of genres to study. Use technology integration lists from previous writing units as a guide. - Multi-Genre Writing Projects Blog Post from Two Writing Teachers – Blog post discusses ways to incorporate multi-genre writing projects into the end of year curriculum https://twowritingteachers.org/2014/05/10/multi-genre-writing-projects-to-celebrate-a-year-of-writing-workshop/	
Professional Resources: <i>If...Then...Curriculum</i> by Lucy Calkins with Colleagues form the Teachers College Reading and Writing Project - A User’s Guide for Independent Writing Projects (If...Then...) May/June Teachers College Reading and Writing Project Writing User’s Guide, First Grade, 2017-2018 Independent Writing Projects	