

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Writers Workshop

Grade: 1

BOE Approved: 10/11/22

Revision Date: N/A

Submitted by: Leslie Bedford

BOE Revision Approved: N/A

1st Grade Writing Workshop Scope and Sequence

Revised 2022

Unit 1- How Writers Work	Unit 2- Personal Narrative	Unit 3- Non-Fiction	Unit 4- Fiction/Book Review
Weeks 1-12	Weeks 13-22	Weeks 23-32	Weeks 33-40

<p><i>Unit Description:</i> Students will see themselves as writers by developing a purpose for writing and going through a writing process in order to share personal stories. The unit will offer the structure and understanding of a writing workshop model and routines that will support effective and productive learning for the remainder of the school year.</p>	<p><i>Unit Description:</i> Students learn to write a personal narrative in which they recount two or more appropriately sequenced events including details. Students will also use temporal words to signal event order and provide some sense of closure. Finally, students will learn to listen responsively to each others' stories and help each other improve their writing.</p>	<p><i>Unit Description:</i> Students will write their own informational piece. However, before writers can successfully write their own informational texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. The writing genre informational teaches students how to think and write like researchers, engaging in close reading to teach others about their newly acquired expertise. Students will write to share information, what they know and/or have learned. Students will have the opportunity to choose a topic and write an informational/research</p>	<p><i>Unit Description:</i> Students will identify an opinion as the way they think or feel about something. Students will also learn to support their opinion with evidence. Before writers can successfully write their own opinion texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. They will accomplish this by reading a variety of opinion based texts. Shared writing experiences will support students' continued development with the focus on conventions and the writing process.</p>
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		piece. This opportunity will also support the curriculum connection between reading, science, social studies and writing.	
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • model sensory details and create a craft chart so that they can emulate writer’s craft. • learn how writers tell stories using details and emotions. • use story elements to help understand what they are reading. • discover how writers and illustrators have their own style and voice. • explore how personal narratives can record important moments and special memories from their lives. • recall information from special moments in their lives using pictures and words. • identify emotions and recall when they felt them. • identify a special place in 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • connect storytelling to personal narratives. • model sensory details and create a craft chart so that they can emulate writer’s craft. • explore how personal narratives use realistic details and first person narrators. • find a reading spot where they can do their best reading and work. discover how writers and illustrators have their own style and voice. • explore how personal narratives can record important moments and special memories from their lives. • recall information from special moments in their lives using pictures and words. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • examine why authors of nonfiction write texts that teach. • explore the many features that all-about books have in common. • understand how writing informative texts begins with asking questions, researching, and finding answers. • understand different ways to research. • understand that all books have facts and at times, include opinions of the writer. • brainstorm nonfiction topics of interest. • reflect on topics they love learning about to generate • ideas for my nonfiction all-about book. • consider nonfiction topics that they have prior knowledge of and information about to generate ideas. • select one topic for their nonfiction all-about book. • think about what they know and what they want to know to help me research my topic. • record details about my topic and 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • recall information from experiences or gather information from resources to offer an opinion on a topic through writing. • write considering the purpose and audience. • use strategies/organizers to plan an opinion piece of writing. • gather information from resources to inform/explain a topic through writing. • compose an opinion piece that names a topic/book, states an opinion (what/request), and supplies reasons (why) and/or examples. • provide a sense of closure. • use simple sentences to convey ideas. • add details and illustrations

<p>their writing and drawing.</p> <ul style="list-style-type: none"> • select a topic to begin drafting. • plan their stories and use pictures and words to match their thinking. • reread their drafts to make sure their writing is interesting and clear for readers. • develop an editing checklist to assist in writing well. • include details about themselves to personally connect with readers. • reflect on how they have grown as a writer. • are aware that they are writing with an audience throughout the writing process for the purpose of strengthening the writing. • use left-to-right, top-to-bottom (directionality) and use appropriate spacing between words. • use simple sentences to convey ideas. • begin to use basic punctuation and capitalization. • identify and demonstrate effective writing 	<ul style="list-style-type: none"> • act out poems to enhance understanding of the story. • use clues to determine the meaning of unfamiliar words. • use the pictures and illustrations from a text to help better understand nonfiction. • identify small moments in their lives. • focus on a topic with guidance and support. • use strategies/organizers to plan a personal narrative piece of writing. • compose a narrative piece of writing recounting two or more sequenced events. • plan a beginning, middle and end. • use temporal words (first, next, then). • provide a sense of closure. • capitalize names of people. • use end punctuation. • use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. • spell untaught words phonetically, drawing on 	<p>create diagrams to make my book more meaningful and informative.</p> <ul style="list-style-type: none"> • create a Table of Contents to plan the order of how information will be presented in their all-about books. • examine how authors present their pictures and words to create a pleasing design. • decide what visuals to include in their all-about books. • engage my reader with an interesting hook. • revise their endings using techniques from the capitalize names of people. • utilize a revision checklist to make sure they included features of nonfiction text. • choose appropriate end punctuation marks. • use a checklist to edit for spelling, capitalization and punctuation. • create a thoughtful title and cover illustrations to engage readers. • create a meaningful dedication, special thanks, and about the author page. • reflect on what they have learned about this genre and about myself as a writer. • use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. • spell untaught words phonetically, drawing on phonemic awareness and 	<p>to strengthen writing.</p> <ul style="list-style-type: none"> • respond to questions and suggestions from peers/adults. • capitalize names of people and months of the year. • use end punctuation. • use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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<p>behaviors/habits.</p> <ul style="list-style-type: none">• begin to share ideas for writing through talking, sharing and drawing.• use letter/sound knowledge in attempt to stretch and write some words.	<p>phonemic awareness and spelling conventions.</p> <p>share/read their personal narrative writing with an audience throughout the writing process for the purpose of editing and strengthening the writing.</p>	<p>spelling conventions.</p>	
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1st Grade Writer's Workshop Units

Unit Title: How Writers Work

Unit Summary: Students will see themselves as writers by developing a purpose for writing and going through a writing process in order to share personal stories. The unit will offer the structure and understanding of a writing workshop model and routines that will support effective and productive learning for the remainder of the school year.

Primary Interdisciplinary Connections:

- Students will search for pictures or Clip Art on the computer to use in their “How to Writing” 8.1.2.A.1, 8.1.2.A.2
- Students use the classroom writing center to illustrate original ideas and stories, emulating authors from mentor texts. 8.1.2.B.1
- Students will explain in words “How to” apply properties as strategies to add and subtract. 1.OA.B.3

Career Readiness, Life Literacies, and Key Skills: CRP1-2, 4, 11

Learning Targets

NJSLS Standards: W.1.1-3, 5-8; SL.1.1-4, 6; L.1.1-2, 4-6

Computer Science and Design Thinking Standards: 8.1.2.A.1-2, 4; 8.1.2.B.1

Climate Change Standards: 9.4.2.TL.2; 9.4.2.TL.4; 9.4.2.TL.6

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Students will begin to see themselves as writers.

Unit Essential Questions:

- How can we work together as a class and individually to become better writers?
- What does a writing community look like and how do I recognize myself as an individual writer in the community?
- How do good writers convey their message?

Unit Enduring Understandings:

- Effective writing communities work best with clearly communicated procedures and routines.
- Through a variety of writing experiences, students develop an awareness that their writing can tell a story or provide information.
- Writing serves many purposes, including entertaining, informing and persuading.
- A strong writing community is built through sharing and respecting everyone's ideas.

Unit Learning Targets

Students will...

- model sensory details and create a craft chart so that they can emulate writer's craft.
- learn how writers tell stories using details and emotions.
- use story elements to help understand what they are reading.
- discover how writers and illustrators have their own style and voice.

- explore how personal narratives can record important moments and special memories from their lives.
- recall information from special moments in their lives using pictures and words.
- identify emotions and recall when they felt them.
- identify a special place in their writing and drawing.
- select a topic to begin drafting.
- plan their stories and use pictures and words to match their thinking.
- reread their drafts to make sure their writing is interesting and clear for readers.
- develop an editing checklist to assist in writing well.
- include details about themselves to personally connect with readers.
- reflect on how they have grown as a writer.
- are aware that they are writing with an audience throughout the writing process for the purpose of strengthening the writing.
- use left-to-right, top-to-bottom (directionality) and use appropriate spacing between words.
- use simple sentences to convey ideas.
- begin to use basic punctuation and capitalization.
- identify and demonstrate effective writing behaviors/habits.
- begin to share ideas for writing through talking, sharing and drawing.
- use letter/sound knowledge in attempt to stretch and write some words.

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/557_1.pdf?request=U0FNT

[F8xNjYxOTE4NDAwMDAwXzE2NjE5NTc0MTg1NDNfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/557_1.pdf?request=U0FNT)

Formative Assessments:

● https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf?request=U0FN

[TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTcyMDk3MjZfWEFORURV](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf?request=U0FN)

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Immersion Day 1- What Do Writers and Illustrators Do? ● Immersion Day 3- Tell Me About It! ● Immersion Day 5- Drawing is Composing ● IRA 4- The Best Place to Read ● ML Generating Ideas 1- What's Worth Writing About? ● ML Generating Ideas 2- Bringing Emotions Into Focus ● ML Selecting- Picking Ideas to Publish 	13 weeks

<ul style="list-style-type: none"> ● ML Drafting- Plan Your Story ● ML Revising- Reread, Reflect, Revise ● ML Editing- Why and How We Edit ● ML Publishing- Creating an Inviting Cover Design 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>Mentor Texts (How Writer’s Work)</p> <ul style="list-style-type: none"> ● I Am an Artist ● I Like to Be Little ● Ish ● Puddles ● Written Anything Good Lately <p>● Tools :</p> <ul style="list-style-type: none"> -Google Classroom -Seesaw -BrainPOP -Raz Kids <p>(See this list for more ideas from the NJDOE)</p> <p>(See this list for Kenilworth Tools and Platforms)</p>	

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.
- Pre-teach Tier 2 and Tier 3 Vocabulary for the First Grade How Writer’s Work unit
- Supply students with Anchor Charts: Writing Workshop Guidelines: Doing Our Best Work, I Like to Be Little Because..., Visualizing, Writing ABC Chart, Helpful Hints, Picking an Ideas to Publish, Learning From our Mentor Texts, Questions Writer’s Ask Themselves, Take a Look at the Cover, Let’s Celebrate Together Revision Suggestions: Tape or staple charts in to writer’s notebooks
- Partially complete How Writer’s Work graphic organizers such as Special Little Moments, and Sequence map for Drafting a Story.
- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the How Writer’s Work unit of study.
- Provide samples and model each step of the writing process as needed.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Higher level texts and mentor texts that address the same enduring understanding as the How Writer's Work unit of study.
- Students can respond to the story I Like to Be Little by drawing and writing what they like about being little.
- Students create their own sequence map for creating a story.
- Students have the option of publishing more than one piece in the How Writer's Work unit of study
- Work with partners using What Have I Learned in collaboration to provide feedback.
- Provide a menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).
- Students can research authors of the mentor texts in the How Writer's Work unit of study
- Students can begin tasks using anchor charts without wait time.
- Students can write about a different experience or emotion.
- Have students make an emotion poster showing a variety of feelings.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Review or identify the five senses for the first time in English for students. Have various objects available that afford students the opportunity to experience them with their senses. Make a five-columned chart to list words that describe these objects through the five senses experience.
- Use different tones, body language, or other consistent cues to emphasize the character who is speaking.
- Model and encourage students to join you on London's great adventure by acting out the vivid actions described in the story while reading it aloud again: cuddle, walk outside, breathe deep, look at the sparkle, follow baby rivers, puddle-jump, mud sucks-slup, kneel, hop, flop, plop, flap, applauding, bow, turn, slog, suck mud-slup, skip, wiggle, and puddle-jump.
- Explain how we use "ish" in our everyday language. "Ish" means kind of, sort of, or a little bit. Have students repeat words and phrases using -ish words.
- Students may benefit from a sentence starter or framed sentence to help guide their writing. You may begin with, "I like to be little because__."
- As you are modeling the discussion that the partnerships will have to help one another select their writing, record a list of questions and comments that are effective at keeping the conversation focused and directed on the task. Examples include: "What are the different ideas you have in your folder?" "Which one did you pick to write more about?" "Why did you pick that idea?" "You have some great ideas!"
- Having examples of questions and comments readily available will help students to be active in their conversations with their partners during the Engage portion of the lesson.
- Model the types of questions that partners can use when discussing their cover designs with one another.
- Use the language structure: verb "to be" + pronoun + going to, as this expresses a plan. Examples include: "What is your title going to be?" "What colors are you going to use?" "How big are your letters going to be?" "What or who are your illustrations going to show?" "Where are you going to put your pictures and words on the page?" Also model the response (pronoun + verb

"to be" + going to), "I am going to ___." You may want to write the questions and response starter so they are available for students to refer to when engaged in their partnerships.

- After the lesson, pull a small group of students together and model how to complete the entire checklist with a piece of writing, using your own or one of your students' pieces.
- Explain and discuss vocabulary terms, such as "to try one's best," "audience," "being proud of your work," and "feelings."
- Have sentence starters available when students state what it felt like to publish their first piece (I felt ___ when I published my first piece. I liked ___. It was difficult to ___).
- Access to word/picture banks to reference in during writing.
- Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary).

*Also Students with Disabilities Modifications

Unit Title: Personal Narrative

Unit Summary: Students learn to write a personal narrative in which they recount two or more appropriately sequenced events including details. Students will also use temporal words to signal event order and provide some sense of closure. Finally, students will learn to listen responsively to each others' stories and help each other improve their writing.

Primary Interdisciplinary Connections:

- Students use the classroom writing center to illustrate original ideas and stories, emulating authors from mentor texts. 8.1.2.B.1
- Students will explain in words "How to" apply properties as strategies to add and subtract. 1.OA.B.3

Career Readiness, Life Literacies, and Key Skills: CRP1-2, 4, 11

Learning Targets

NJSLS Standards: W.1.3, 5, 8; SL.1.5-6; L.1.1-2

Computer Science and Design Thinking Standards: 8.1.2.A.1-2, 4; 8.1.2.B.1

Climate Change Standards: 9.4.2.TL.2; 9.4.2.TL.4; 9.4.2.TL.6

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Students will begin to see themselves as writers.

Unit Essential Questions:

- How do you use personal experiences to express and write stories?
- How do I write my stories so that readers can understand them?

Unit Enduring Understandings:

- A narrative story is a piece that uses a detailed sequence of events.
- A personal narrative is generated from the writer's own life experiences and engages the reader.

Unit Learning Targets

Students will...

- connect storytelling to personal narratives.
 - model sensory details and create a craft chart so that they can emulate writer's craft.
 - explore how personal narratives use realistic details and first person narrators.
 - find a reading spot where they can do their best reading and work.
- discover how writers and illustrators have their own style and voice.
- explore how personal narratives can record important moments and special memories from their lives.
 - recall information from special moments in their lives using pictures and words.
 - act out poems to enhance understanding of the story.
 - use clues to determine the meaning of unfamiliar words.
 - use the pictures and illustrations from a text to help better understand nonfiction.
 - identify small moments in their lives.
 - focus on a topic with guidance and support.
 - use strategies/organizers to plan a personal narrative piece of writing.
 - compose a narrative piece of writing recounting two or more sequenced events.
 - plan a beginning, middle and end.
 - use temporal words (first, next, then).
 - provide a sense of closure.
 - capitalize names of people.
 - use end punctuation.
 - use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.
 - spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 - share/read their personal narrative writing with an audience throughout the writing process for the purpose of editing and strengthening the writing.

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/315_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTc3NzIyNjhWFEFORURV

Formative Assessments:

● https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTcyMDk3MjZlWFEFORURV

Lesson Plans

Activities/Interdisciplinary Connections

Timeframe

<ul style="list-style-type: none"> ● Immersion Day 1- New Stories! ● Immersion Day 2- Make It Personal ● Immersion Day 4- Have a Strong Sense of Place ● Immersion Day 5- Make a Point ● ML Generating II- No Place Like Home ● ML Generating III- Stories Take You on a Journey ● ML Generating V- Writing Rituals ● ML Selecting- Which Story Do I Tell? ● ML Drafting I- Story Structure ● ML Drafting II- A Sense of Closure ● ML Revising I- Adding Dialogue ● ML Editing I- Writing Different Voices ● ML Editing II- Putting a Stop to It ● ML Publishing II- About This Author 	<p>10 weeks</p>
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<i>Teacher Resources</i>	<i>Teacher Note</i>
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<ul style="list-style-type: none"> ● Mentor Texts <p>Diary of a Spider Do Like Kyla I Love My Hair! The Keeping Quilt Little Nino’s Pizzeria My Big Brother My Little Island My Steps My Visit to the Aquarium When I Was Five</p> <ul style="list-style-type: none"> ● Tools (add/delete as appropriate): <p>-Google Classroom -Seesaw -BrainPOP -Raz Kids (See this list for more ideas from the NJDOE) (See this list for Kenilworth Tools and Platforms)</p>	
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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.

- Pre-teach Tier 2 and Tier 3 Vocabulary for the First Grade Personal Narrative unit
- Supply students with Anchor Charts: Writing Workshop Guidelines: Doing Our Best Work, I Like to Be Little Because..., Visualizing, Writing ABC Chart, Helpful Hints, Picking an Ideas to Publish, Learning From our Mentor Texts, Questions Writer's Ask Themselves, Take a Look at the Cover, Let's Celebrate Together Revision Suggestions: Tape or staple charts in to writer's notebooks
- Partially complete Personal Narrative graphic organizers such as Special Little Moments, and Sequence map for Drafting a Story.
- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Personal Narrative unit of study.
- Provide samples and model each step of the writing process as needed.
- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Higher level texts and mentor texts that address the same enduring understanding as the Personal Narrative unit of study.
- Students create their own sequence map for creating a story.
- Students have the option of publishing more than one piece in the Personal Narrative unit of study
- Work with partners using What Have I Learned in collaboration to provide feedback.
- Provide a menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).
- Students can research authors of the mentor texts in the Personal Narrative unit of study
- Students can begin tasks using anchor charts without wait time.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Review or identify the five senses for the first time in English for students. Have various objects available that afford students the opportunity to experience them with their senses. Make a five-columned chart to list words that describe these objects through the five senses experience.
- Use different tones, body language, or other consistent cues to emphasize the character who is speaking.
- Students may benefit from a sentence starter or framed sentence to help guide their writing.
- As you are modeling the discussion that the partnerships will have to help one another select their writing, record a list of questions and comments that are effective at keeping the conversation focused and directed on the task. Examples include: "What are the different ideas you have in your folder?" "Which one did you pick to write more about?" "Why did you pick that idea?" "You have some great ideas!"
- Having examples of questions and comments readily available will help students to be active in their conversations with their partners during the Engage portion of the lesson.

- Model the types of questions that partners can use when discussing their cover designs with one another.
- Use the language structure: verb "to be" + pronoun + going to, as this expresses a plan. Examples include: "What is your title going to be?" "What colors are you going to use?" "How big are your letters going to be?" "What or who are your illustrations going to show?" "Where are you going to put your pictures and words on the page?" Also model the response (pronoun + verb "to be" + going to), "I am going to ___." You may want to write the questions and response starter so they are available for students to refer to when engaged in their partnerships.
- After the lesson, pull a small group of students together and model how to complete the entire checklist with a piece of writing, using your own or one of your students' pieces.
- Explain and discuss vocabulary terms, such as "to try one's best," "audience," "being proud of your work," and "feelings."
- Have sentence starters available when students state what it felt like to publish their first piece (I felt ___ when I published my first piece. I liked ___. It was difficult to ___).
- Access to word/picture banks to reference in during writing.
- Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary).

*Also Students with Disabilities Modifications

Unit Title: Non-Fiction

Unit Summary: Students will write their own informational piece. However, before writers can successfully write their own informational texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. The writing genre informational teaches students how to think and write like researchers, engaging in close reading to teach others about their newly acquired expertise. Students will write to share information, what they know and/or have learned. Students will have the opportunity to choose a topic and write an informational/research piece. This opportunity will also support the curriculum connection between reading, science, social studies and writing.

Primary Interdisciplinary Connections:

- Students may research a nonfiction topic incorporating science topics. 1-ESS1
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-2.
- Students can use the internet to search for illustrations to use in their Non-Fiction books. 8.1.2.A.2

Career Readiness, Life Literacies, and Key Skills: CRP1-2, 4, 6, 11

Learning Targets

NJSLS Standards: W.1.1-3, 5-8; SL.1.1-4, 6; L.1.1-2, 4-6

Computer Science and Design Thinking Standards: 8.1.2.A.1-2, 4; 8.1.2.B.1

Climate Change Standards: 9.4.2.TL.2; 9.4.2.TL.4; 9.4.2.TL.6

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Students will begin to see themselves as writers.

Unit Essential Questions:

- Informative/explanatory writing teaches readers facts rather than shares feelings or tells a story.

Unit Enduring Understandings:

- Where can I find information?
- How can I organize my information?
- How can I share what I know or have learned through writing?

Unit Learning Targets

Students will...

- examine why authors of nonfiction write texts that teach.
- explore the many features that all-about books have in common.
- understand how writing informative texts begins with asking questions, researching, and finding answers.
- understand different ways to research.
- understand that all books have facts and at times, include opinions of the writer.
- brainstorm nonfiction topics of interest.
- reflect on topics they love learning about to generate ideas for my nonfiction all-about book.
- consider nonfiction topics that they have prior knowledge of and information about to generate ideas.
- select one topic for their nonfiction all-about book.
- think about what they know and what they want to know to help me research my topic.
- record details about my topic and create diagrams to make my book more meaningful and informative.
- create a Table of Contents to plan the order of how information will be presented in their all-about books.
- examine how authors present their pictures and words to create a pleasing design.
- decide what visuals to include in their all-about books.
- engage my reader with an interesting hook.
- revise their endings using techniques from the capitalize names of people.
- utilize a revision checklist to make sure they included features of nonfiction text.
- choose appropriate end punctuation marks.
- use a checklist to edit for spelling, capitalization and punctuation.
- create a thoughtful title and cover illustrations to engage readers.
- create a meaningful dedication, special thanks, and about the author page.
- reflect on what they have learned about this genre and about myself as a writer.
- use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/314_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTg1ODk0NDJfWEFORURV

Formative Assessments:

● https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf?request=U0FN TF8xNjYxOTE4NDAwMDAwXzE2NjE5NTcyMDk3MjZfWEFORURV

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Immersion Day 2- What Do All-About Books Look Like? ● Immersion Day 4- Getting the Right Answers ● ML Generating I- What Interests You? ● ML Generating III- A Matter of Fact ● ML Selecting- What Do I Want to Teach? ● ML Collecting I- Asking the Right Questions ● ML Collecting II- Describe It to Me ● ML Drafting I- Order and Organization ● ML Drafting III- Adding Visuals ● ML Revising III- Do I Have All That I Need? ● ML Editing I- Stop It, Please! ● ML Editing II- Check Out It! ● ML Publishing I- Cover Me! ● ML Publishing II- All About the Extras 	<p style="text-align: center;">10 weeks</p>
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Mentor Texts Animals in the Desert An Earthworm’s Life Fire Trucks The Lifecycle of a Frog Life in an Ocean Mammals Move! Storms! The Vegetables We Eat Why Do Horses Neigh? ● Tools : -Google Classroom 	

-Seesaw
-BrainPOP
-Raz Kids
(See this [list](#) for more ideas from the NJDOE)
(See this [list](#) for Kenilworth Tools and Platforms)

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.
- Pre-teach Tier 2 and Tier 3 Vocabulary for the first grade All About Books unit.
- Supply students with anchor Charts: Features of All-About Books (or adapted version), Fact Vs. Opinion (teacher reference), My Final Selection, My All About, Our End Punctuation Marks Idea, Visuals in All-About Books, Extras in All About Books. Tape or staple into student notebooks for easy reference.
- Revision Suggestions: Tape or staple charts in to writer's notebooks.
- Prepare ahead of time a diagram of the life cycle of a frog for students to discuss and possibly label in order to reinforce vocabulary understanding.
- Partially complete All About Books graphic organizers such as Wondering About Our World, Learning From Our All About Books, What I Love and Why, Nonfiction All About Ideas, My Final Selection, My Diagram of ____, Table of Contents, and My Two
- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the All About Books unit of study.
- Provide samples and model each step of the writing process as needed.
- Oral response options to be provided for assignments calling for students to produce written responses connected to All About Books.
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the All About Books unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.
- Access to word/picture banks to reference in tasks that require writing.
- Provide wait time to allow students to process orally presented information and questions relating to the All About Books Nonfiction unit.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Nonfiction texts available at a Level of G through what is needed to accompany All About Books nonfiction unit of study
- Students write down three to four interesting facts they learned including labeled illustrations.

- Create a diagram of the life cycle of a frog or other species using books or internet research for reference.
- Have students create a verb chart with illustrations (anchor chart paper) for the classroom.
- Students choose a biography on their reading level and answer who, what, when, where and why questions.
- Have students choose a topic and teach the class about what they have learned.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Adapted student form of Finding Features Scavenger Hunt! prompts ELL/ELD students to locate common nonfiction text features as they read and explore a variety of books.
- Prepare ahead of time a diagram of the life cycle of a frog for students to discuss and possibly label in order to reinforce vocabulary understanding.
- After reading The Life Cycle of a Frog, create visuals for the "Features of All-About Books" anchor chart as a reference for English language learners.
- See the Appendix "Finding Features Scavenger Hunt! (Adapted)," which is an adapted version of the Appendix "Finding Features Scavenger Hunt!" (see Guided Practice).
- When students complete "Finding Features Scavenger Hunt! (Adapted)" and share their responses, model the responses using the sentence stem "I found the ___ at the___."
- Complete only the When, What, Where portion of the Wondering About Our World form.
- Verbs are an important part of language growth. As an additional activity, students can make a verb book with their own illustrations. They can add verbs from other mentor texts as well.
- Prior to the reading, teach the question words "who," "when," "where," "how," and "why" using a key visual for each word to help students remember that "who" can be a person or an animal, "when" is a time, etc. Have students generate questions in their first language to get them thinking, and then have them attempt to ask the questions in English.
- Create strategic partnerships so that the English language learners are paired with students who can model asking questions.
- The concepts of "category" and "topic" are important as they have many applications. To develop the idea of "category" and "topic," scaffold students by comparing a category to a box labeled "animals" and that inside the box would be specific animals. Add an image of a closed box next to "Category" and an image of an open box next to "Topics" on the Appendix "Nonfiction All-About Ideas."
- Continue to use the picture of an open box for the word "topic." Use the sentence stem "I like__ because I want to be a/an ___" or "I like__because ___."
- Review the word "fact," reminding students of its opposite, "opinion." Knowing what something is not will enhance students' learning.
- Have students think about three to five things they could teach to a friend about their topic to ensure they already know something about their choice. When the students are working with a partner, they can use the sentence stem "I am going to teach you about ___." Using their fingers, they can teach three to five things.
- Revisit the idea of a Table of Contents and check for comprehension by asking students if the word "table" means a reading table or other surface.

- After the "Engage" portion of the lesson, work with students in a small group. Ask students to circle words they think are misspelled. Reinforce phonics work as the group works together to correct the words. Read with students the first item on the editing checklist and give students time to edit their work for capital letters. When students have completed the task, have them edit for the next item—subtitles and headings. Continue with names of people and places.

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*Also Students with Disabilities Modifications

Unit Title: Book Review

Unit Summary: Students will identify an opinion as the way they think or feel about something. Students will also learn to support their opinion with evidence. Before writers can successfully write their own opinion texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. They will accomplish this by reading a variety of opinion based texts. Shared writing experiences will support students’ continued development with the focus on conventions and the writing process.

Primary Interdisciplinary Connections:

- Students use the classroom writing midpoint to illustrate original ideas and stories, emulating authors from mentor texts. 8.1.2.B.1
- Students will write an opinion piece on why we should take care of the environment. 9.4.2.TL.2; 9.4.2.TL.4; 9.4.2.TL.6

Career Readiness, Life Literacies, and Key Skills: CRP1-2, 4, 11

Learning Targets

NJSLS Standards: W.1.1, 5, 8; SL.1.1, 4; SL.1.1.A-C; L.1.1-2

Computer Science and Design Thinking Standards: 8.1.5.A.1-3; 8.1.2.B.1

Climate Change Standards: 9.4.2.TL.2; 9.4.2.TL.4; 9.4.2.TL.6

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

Big Idea: Students will begin to see themselves as writers.

Unit Essential Questions:

- How can I share my opinion and convey my feelings in a clear concise way?
- How can I share my response to a text?

Unit Enduring Understandings:

- An opinion is what you think or believe about something.
- To communicate and persuade others of an opinion you must support with reasons.
- An opinion can be stated in a variety of formats.

Unit Learning Targets

Students will...

- recall information from experiences or gather information from resources to offer an opinion on a topic through writing.
- write considering the purpose and audience.
- use strategies/organizers to plan an opinion piece of writing.

- gather information from resources to inform/explain a topic through writing.
- compose an opinion piece that names a topic/book, states an opinion (what/request), and supplies reasons (why) and/or examples.
- provide a sense of closure.
- use simple sentences to convey ideas.
- add details and illustrations to strengthen writing.
- respond to questions and suggestions from peers/adults.
- capitalize names of people and months of the year.
- use end punctuation.
- use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Evidence of Learning

Summative Assessment:

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/309_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTk2MzI1NThfWEFORURV

Formative Assessments:

- https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf?request=U0FNTF8xNjYxOTE4NDAwMDAwXzE2NjE5NTcyMDk3MjZfWEFORURV

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Immersion Day 1- What Makes Us Like the Books We Read? ● Immersion Day 2- What Is a Book Review? ● ML Generating I- Writing the Summary ● ML Generating II- Books We Know Well ● ML Selecting- Choosing a Book to Review ● ML Drafting I- Supplying Reasons to Support Your Opinion ● ML Drafting II- The Recommendation ● ML Revising- Using a Checklist to Revise Our Reviews ● ML Editing- Making Our Reviews Easy to Read ● ML Publishing- The Look of Our Reviews 	10 weeks
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Mentor Texts <p>The Perfect Pet (or other familiar book to the class)</p> <p>Big Al</p>	

When Sophie Gets Angry- Really, Really Angry
You Can Do It Sam

- Tools :
 - Google Classroom
 - Seesaw
 - BrainPOP
 - Raz Kids
- (See this [list](#) for more ideas from the NJDOE)
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- Pre-teach Tier 2 and Tier 3 Vocabulary for the first grade Fiction: Book Review unit.
- Supply students with anchor Charts: Sample Book Review: Big AI, Phrases That Book Reviews Writers Use to Support opinions With Evidence, Sample Book Review: When Sophie Gets Angry- Really, Really Angry,
- Revision Suggestions: Tape or staple charts in to writer's notebooks.
- Use a bubble map to note students' responses about why they liked the familiar class book. Use Why We Liked the Story organizer as a reference to create own bubble map.
- Partially complete Book Review graphic organizers such as Why We Liked the Story, Books I Like, Purpose and Audience, Book Review Template, Planning My Summary, Guiding Questions, Revision Checklist for Our Book Reviews
- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Book Review unit of study.
- Provide samples and model each step of the writing process as needed.
- Write a review together on chart paper.
- Oral response options to be provided for assignments calling for students to produce written responses connected to Book Review.
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the Book Review unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.
- Access to word/picture banks to reference in tasks that require writing.
- Provide wait time to allow students to process orally presented information and questions relating to the Fiction: Book Review unit.

*Also See ELL Modifications

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Nonfiction texts available at a Level of G through what is needed to accompany Book Review unit of study.
- Students write complete Books I Like.
- Students review the “Praise for The Perfect Pet” on the inside cover of the book and identify the different opinions.
- Complete a book review of a favorite book on Book Review Template.
- Make a review in the My Advertisement format.

Examples of Strategies and Practices that Support English Language Learners:

- Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.
- Cover up the names of the various parts of a book review. Write these words on separate sheets of paper or on index cards. Reread the book review and have students identify the various parts of the review.
- Before selecting the book they want to review, students review with their partners their questions and add these questions; Is there a line from the book that you like? Who do you think will enjoy reading this book? What genre is the book you chose?
- Reread the list multiple times for the Sample Book Review: You Can Do It Sam. Model another starter.
- Create strategic partnerships so that the English language learners are paired with students who can model asking questions.
- After the "Engage" portion of the lesson, work with students in a small group. Ask students to circle words they think are misspelled. Reinforce phonics work as the group works together to correct the words. Read with students the first item on the editing checklist and give students time to edit their work for capital letters. When students have completed the task, have them edit for the next item—subtitles and headings. Continue with names of people and places.

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