



# Stafford Township School District

## English Language Arts Curriculum Grade 1 Writing

## **Philosophy**

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

<b>Unit 1: How Writers Work</b>	<b>Duration:</b> 40 days (September-October)
<b>Standards</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="padding-left: 40px;">Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

Print all upper- and lowercase letters.

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 (e.g., I, me, my; they, them, their, anyone, everything).

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Use frequently occurring adjectives.

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

Use determiners (e.g., articles, demonstratives).

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

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

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

Capitalize dates and names of people.

Use end punctuation for sentences.

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

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.

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.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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*).

### **Interdisciplinary Connections**

#### **Social Studies Standards**

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

#### **Computer Science & Design Thinking Standards**

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts ( e.g., W.2.6., 8.2.2.ED.2).

### **Career Readiness, Life Literacies and Key Skills**

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Writers have rituals that allow them to compose stories.</li> <li>● Writers will build their stamina throughout the year by acquiring writing skills to gain independence.</li> <li>● Writers will utilize visual tools to give more detailed information about their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers establish routines to gather stories and write effectively?</li> <li>● How can writers write for the entire time and stay on topic?</li> <li>● How can writers use illustrations to help add details to their writing?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<ul style="list-style-type: none"> <li>● Students will pretend to be the teacher and teach their peers the correct procedures for turning and talking.</li> <li>● Students will illustrate their week in pictures only, being sure to demonstrate understanding of mood and details.</li> <li>● Students will share, in small groups, the thought process of a writer, using writer’s workshop specific vocabulary. Students will be sure to touch on all stages of the writing process and what each step entails.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Student Performance Checklist</li> <li>● Teacher observations</li> <li>● Conference notes</li> <li>● Pre-writing assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Writing Portfolios</li> <li>● Student performance checklist</li> <li>● Writing Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Foundations Assessments</li> </ul> <p><b>Alternative</b></p>

	<ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● to generate ideas for writing through talking, sharing, and drawing. Observe the modeling of writing.</li> <li>● use a basic writing process to develop writing.</li> <li>● use simple sentences to convey ideas.</li> <li>● use pictures, developmental spelling or conventional text to create writing drafts.</li> <li>● mimic an author’s voice and patterns.</li> <li>● increase fluency (ability to write ideas easily) to improve writing.</li> <li>● revisit pictures and writings to add detail.</li> <li>● use a simple checklist to improve writing with teacher support.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Recognize that writers and illustrators make connections to the world around them</li> <li>● Learn how writers write about experiences</li> <li>● Learn how writers tell stories from beginning to end</li> <li>● Identify various forms and functions of writing</li> <li>● Discover how writers and illustrators have their own style and voice</li> <li>● Write stories that celebrate who they are</li> <li>● Identify different emotions and recall when they felt them</li> <li>● Use their own observations to inspire creativity in their writing</li> </ul>

<ul style="list-style-type: none"> <li>• use simple computer writing applications during some parts of the writing process.</li> </ul> <p><i>Grammar lessons:</i>  Text layout lessons 1-3  Capitalization lessons 1-2  Punctuation lessons 1-4  Parts of speech lessons 1-7  Sentence structure lessons 1-5  Culminating mini lesson</p>	<ul style="list-style-type: none"> <li>• Reread and reflect on their work to determine which idea they want to focus on, develop further, and publish</li> <li>• Consider the layout and organization of ideas when drafting</li> <li>• Reread their drafts to make sure their writing is interesting and clear for their readers</li> <li>• Use conventions to make writing easy to read and understand</li> <li>• Create covers that reflect stories in an attractive and inviting way</li> <li>• Self-reflect</li> </ul>
<b>Literature</b> <i>How Writers Work</i> Unit by Schoolwide Fundamentals, 2013 <i>I Am An Artist</i> by Pat Collins <i>I Like To Be Little</i> by Charlotte Zolotow <i>Ish</i> by Peter Reynolds <i>Puddles</i> by Jonathan London	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.	Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists
Students will express ideas and feelings clearly. Students will choose an emotion and write three clues for a partner to guess the feeling they are describing.	Emotion word cards, paper, pencil
Students will use a visual display to describe and clarify ideas, thoughts, and feelings. Students will go on a nature walk to gather ideas and write what they see, notice and think about.	What I see/notice chart, pencil, clipboard
Students will ask and answer questions about key details read aloud or information presented orally. Teacher reads story while	Mentor text, paper, art supplies

students' eyes are closed. Students visualize parts of the book and illustrate/discuss with a partner.	
Students will write an informative/explanatory piece. Students will supply facts to create an invitation to a haunted house.	Art supplies, Halloween word list
<b>Website Resources</b>	
Catchy rap songs that can be used to engage students	<a href="http://www.flocabulary.com">www.flocabulary.com</a>
Interactive books and phonics games	<a href="http://www.starfall.com">www.starfall.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> <li>● Work with partner</li> <li>● Shortened version of a story</li> <li>● Provide students with character lists and ideas</li> <li>● Teacher prompts</li> </ul>	
<b>Economically Disadvantaged</b>	

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

#### **Students with IEPs**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Students with 504 plan**

- Provide differentiated instruction as needed

- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Students At Risk Of School Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

<b>Unit 2: Personal Narrative</b>	<b>Duration:</b> 51 days (November-January)
<b>Standards</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="padding-left: 40px;">Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">Print all upper- and lowercase letters.</p> <p style="padding-left: 40px;">Use common, proper, and possessive nouns.</p>	

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Use frequently occurring adjectives.

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

Use determiners (e.g., articles, demonstratives).

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

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

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

Capitalize dates and names of people.

Use end punctuation for sentences.

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

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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.

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### **Interdisciplinary Connections Social Studies Standards**

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### **Computer Science & Design Thinking Standards**

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**Career Readiness, Life Literacies, and Key Skills**

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9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

**Essential Understanding**

- Writers look for examples of well-crafted writing and use those models in their own writing.
- Writers brainstorm topics and choose one that they feel is an important for them to share with others.
- Students will vary sentence beginnings, length and punctuation to target the intended audience.

**Essential Questions**

- How do authors use elements of writing to tell stories from beginning to end?
- How do authors select what story they are choosing to tell?
- How do writers maintain audience interest using various sentence lengths, patterns and style?

**Evidence of Student Learning**

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

Students will create a self-portrait of themselves surrounded by adjectives that describe the student. Portraits can be a painting, collage, etc.

**Other Assessments**

**Formative**

- Conference notes
- Teacher observation

**Summative**

- Personal narrative published piece graded with rubric
- Student performance checklist
- Writing Benchmark

**Benchmark**

- Writing Prompts
- Foundations Assessments

**Alternative**

- Modified Rubrics
- Student Friendly Rubrics
- Modified Graphic Organizers
- Untimed Writing Prompts
- Student Friendly Writer's Notebook Rubric

	<ul style="list-style-type: none"> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Produce finished writings to share with class and/or for publication.</li> <li>● Produce stories from personal experiences.</li> <li>● Show and talk about own writing for classroom audience.</li> <li>● Offer personal opinions in discussion and retell</li> <li>● Respond to ideas and questions posed by others</li> <li>● Role-play situations and dramatize story events</li> <li>● Retell a story to check for understanding.</li> <li>● Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).</li> </ul> <p><i>Grammar lessons:</i> Text layout lessons 1-3 Capitalization lessons 1-2</p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Preview mentor texts and begin to connect storytelling to personal narratives.</li> <li>● Examine components of personal narratives.</li> <li>● Connect the relationships between personal narratives and biographies.</li> <li>● Examine how authors use illustrations and descriptive details</li> <li>● Examine how personal narratives record important moments and special memories</li> <li>● Derive inspiration from the stories they love</li> <li>● Explore feelings associated with being “at home” or “going home” to a particular place</li> <li>● Take readers on a journey describing a sequence of events that create interest</li> <li>● Write personal narratives to remember themselves and where they’ve been</li> <li>● Recognize rituals that have personal significance</li> <li>● Look through writing to find the best ideas</li> </ul>

<p>Punctuation lessons 1-4  Parts of speech lessons 1-7  Sentence structure lessons 1-5  Culminating mini lesson</p>	<ul style="list-style-type: none"> <li>● Plan structure of their writing and envision its organization</li> <li>● Add dialogue to their writings</li> <li>● Revise by adding sensory details</li> <li>● Use quotation marks to show when different characters are “speaking”</li> <li>● Use punctuation to show clearly where sentences end</li> <li>● Take ownership of their writing</li> <li>● Include biographical details about themselves in their writing</li> <li>● Self-reflect on pieces of writing</li> </ul>
<p><b>Literature</b></p> <p><i>Personal Narrative</i> Unit by Schoolwide Fundamentals, 2013  <i>Diary of a Spider</i> by Doreen Cronin  <i>Do Like Kyla</i> by Angela Johnson  <i>I Love My Hair</i> by Anastasia Tarpley  <i>The Keeping Quilt</i> by Patricia Polacco  <i>My Big Brother</i> by Valorie Fisher</p> <p><b>Instructional Plan</b></p>	
<p><b>Suggested Activities</b></p>	<p><b>Resources</b></p>
<p>Students create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.</p>	<p>Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists</p>
<p>Students will use sequenced events, some details and temporal words to write a letter to Santa at the North Pole, recounting a sequence of events.</p>	<p>Mentor text, art supplies</p>
<p>Students will recall information from experiences or gather information from provided sources to create a class “quilt”. Each student will decorate a square depicting themselves and their families. Display class quilt in classroom for inspiration when writing personal narratives.</p>	<p>Art supplies, example quilt square, letter home</p>

<p>Students will recount sequenced events providing details of a day in the life of a first grader. Students will write a “Diary of a First Grader” and send a class “diary” to a Kindergarten class.</p>	<p>Example diary entry, art supplies, correspondence with a kindergarten class</p>
<p>Students will demonstrate an understanding of the conventions of standard English when writing. Macaroni Quotes-Students use uncooked macaroni to glue around pre-printed words to show dialogue.</p>	<p>Uncooked macaroni, art supplies, printed dialogue.</p>
<p><b>Website Resources</b></p>	
<p>Catchy rap songs that can be used to engage students</p>	<p><a href="http://www.flocabulary.com">www.flocabulary.com</a></p>
<p><b>Accommodations &amp; Modifications</b></p>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>	
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>	
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Smaller paper</li> <li>● Shortened assignment</li> <li>● Teacher modeling</li> <li>● Pre-printed layout to be filled in</li> </ul>	

- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

### **Economically Disadvantaged**

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

### **Students with IEPs**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

- Take more time to complete a task or a test
- Have extra time to process oral information and directions  
Take frequent breaks, such as after completing a task

#### **Students with 504 plan**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Students At Risk Of School Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

<b>Unit 3: Nonfiction</b>	<b>Duration:</b> 55 days (February- April)
<b>Standards</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="padding-left: 40px;">Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p style="padding-left: 40px;">Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">Print all upper- and lowercase letters.</p>	

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 (e.g., I, me, my; they, them, their, anyone, everything).

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Use frequently occurring adjectives.

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

Use determiners (e.g., articles, demonstratives).

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

Capitalize dates and names of people.

Use end punctuation for sentences.

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

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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*).

### **Interdisciplinary Standards Social Studies Standards**

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

### **Computer Science & Design Thinking Standards**

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g, SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts ( e.g., W.2.6., 8.2.2.ED.2).

### **Career Readiness, Life Literacies and Key Skills**

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Writers can choose mentor text to model features for their own writing.</li> <li>• Writers choose topics that they are experts on and organize their writing to teach the reader about their topic.</li> <li>• Authors can utilize library, classroom, and online resources to gather information about their topic.</li> </ul>	<ul style="list-style-type: none"> <li>• What text features can writers add to their writing to help the reader learn more about their topic?</li> <li>• How does the writer select and organize information?</li> <li>• How do writers select appropriate material to learn facts about their topics?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Students depict a famous person. They will read to the class about their life in the form of a timeline. Students can add to their depiction by dressing as their famous person, bringing props to help with their presentation, or make a poster.</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Conference notes</li> <li>• Teacher observation</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Personal narrative published piece graded with rubric</li> <li>• Student performance checklist</li> <li>• Writing Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Writing Prompts</li> <li>• Foundations Assessments</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Modified Rubrics</li> <li>• Student Friendly Rubrics</li> <li>• Modified Graphic Organizers</li> <li>• Untimed Writing Prompts</li> </ul>

	<ul style="list-style-type: none"> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Create written texts for others to read.</li> <li>● Define words by category and one or more attribute.</li> <li>● name and focus on the topic</li> <li>● supply some facts about the topic</li> <li>● add details to strengthen writing</li> <li>● provide closure</li> <li>● respond to questions and suggestions from peers</li> <li>● with assistance, use digital tools to produce and publish writing</li> <li>● with guidance and support, recall information from experiences or gather information from provided sources to answer a question</li> <li>● write all lowercase and uppercase letters</li> <li>● use appropriate nouns, verbs, adjectives and prepositions</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Examine why authors write “texts and teach”</li> <li>● Explore features of all-about books</li> <li>● Illustrate how writers question and wonder about their world</li> <li>● Demonstrate how writers of all-books find the answers to their questions</li> <li>● Show that all about books primarily contain facts but occasionally include opinions of writers</li> <li>● Think about nonfiction topics that would be interesting to write and learn about</li> <li>● Write topics they are passionate about</li> <li>● Consider topics they have prior knowledge in order to generate nonfiction ideas</li> <li>● Decide on a topic to focus on when they are going to publish a book</li> <li>● Develop ideas by conducting research</li> <li>● Collect information that may be included in published books</li> </ul>

<p><i>Grammar lessons:</i>  Text layout lessons 1-3  Capitalization lessons 1-2  Punctuation lessons 1-4  Parts of speech lessons 1-7  Sentence structure lessons 1-5  Culminating mini lesson</p>	<ul style="list-style-type: none"> <li>● Decide how to organize information</li> <li>● Consider the layout their books will have</li> <li>● Include visual aids in their books</li> <li>● Engage readers with an interesting hook</li> <li>● Consider ways to revise endings</li> <li>● Use a revision checklist</li> <li>● Use end punctuation marks to clarify how text is to be read</li> <li>● Check for proper use of conventions</li> <li>● Brainstorm titles and cover illustrations</li> <li>● Add publishing features to make book more personal (dedication, special thanks, about the author)</li> <li>● Self-reflect on writing pieces</li> </ul>
<p><b>Literature</b></p> <p><i>Nonfiction Writing Unit by Schoolwide Fundamentals, 2013</i>  <i>An Earthworm's Life by John Himmelman</i>  <i>Animals in the Desert by RIGBY</i>  <i>Fire Trucks by Carol Lindeen</i>  <i>TIME for Kids: Storms!</i></p>	
<p><b>Instructional Plan</b></p>	
<p><b>Suggested Activities</b></p>	<p><b>Resources</b></p>
<p>Students create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.</p>	<p>Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists</p>
<p>Students will recall information from experiences from a provided source to answer a series of questions. Play Kahoot game for fact vs. fiction.</p>	<p>Chromebooks, interactive whiteboards</p>
<p>Students will choose an "All About Book" topic and can write down or draw facts they already know about their selected topics on a sheet of paper or brainstorm possible places for research.</p>	<p>Chromebooks, interactive whiteboards, art supplies, mentor text</p>

Students will practice organizing sentences regarding animal life cycles so they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will participate in shared research and writing projects on a given topic. Students will use a variety of digital tools to produce and publish an informational All About book.	Chromebooks, library books, art supplies, mentor texts
<b>Website Resources</b>	
Catchy rap songs that can be used to engage students	<a href="http://www.flocabulary.com">www.flocabulary.com</a>
Kid safe search engine	<a href="http://www.kidrex.com">www.kidrex.com</a>
360-degree virtual tour of landmarks around the world	<a href="http://www.google.com/streetview/">www.google.com/streetview/</a>
Videos, fun facts, and games of various animals and photography	<a href="http://www.Kids.Nationalgeographic.com">www.Kids.Nationalgeographic.com</a>
Short reading passages that help focus on comprehension	<a href="http://www.Readworks.org">www.Readworks.org</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Use visual aids</li> <li>● Provide anchor charts</li> <li>● Model your thinking</li> <li>● Model your writing</li> <li>● Shared writing</li> <li>● Show models of finished products</li> <li>● Outlining</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Higher level questioning</li> <li>● Written response extension</li> <li>● Reflection &amp; Self-Assessment</li> <li>● Higher order writing skills</li> <li>● Suggest compositional risks</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>● Smaller paper</li> </ul>	

- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

### **Economically Disadvantaged**

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

### **Students with IEPs**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)

- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Students with 504 plan**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Students At Risk Of School Failure:**

- Provide Peer Tutoring
- Multisensory Instruction (ex. Letter Sound Workout)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests

- Work In A Small Group
- One On One Instruction

<b>Unit 4: Fiction</b>	<b>Duration:</b> 37 days (May-June)
<b>Standards</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="padding-left: 40px;">Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	

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

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

Print all upper- and lowercase letters.

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 (e.g., I, me, my; they, them, their, anyone, everything).

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Use frequently occurring adjectives.

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

Use determiners (e.g., articles, demonstratives).

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

Capitalize dates and names of people.

Use end punctuation for sentences.

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

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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*).

### **Interdisciplinary Connections Visual and performing Arts Standards**

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

### **Social Studies Standards**

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

### **Computer Science & Design Thinking Standards**

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts ( e.g., W.2.6., 8.2.2.ED.2).

### **Career Readiness, Life Literacies and Key Skills**

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<p><b>9.2 Career Awareness</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p><b>9.4 Life Literacies and Key Skills</b> This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Writers look for examples of well-crafted writing from mentor text and anchor charts and use that craft in their own writing.</li> <li>Writers plan their story using tools such as graphic organizers.</li> <li>Author's craft fiction based characters and settings from either their own personal connections and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>How do writers use language and craft to tell their story?</li> <li>How do writers use fiction elements to write a story with a beginning, middle, and end?</li> <li>How do writers create characters and a setting for their fiction story?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<ul style="list-style-type: none"> <li>Students will pretend to be a book critic and create a book review for a fiction book of their choice. Students will be sure to pay attention to the story elements and details from the text. After, students will make a recommendation to their peers.</li> <li>Students will write a narrative with illustrations following the narrative text structures: characters, setting, plot, etc.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Conference notes</li> <li>Teacher observation</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Fiction published piece graded with rubric.</li> <li>Student performance checklist</li> <li>Writing Benchmark</li> </ul>

	<p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Foundations Assessments</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Identify real life connections between words (e.g. places at home that are cozy).</li> <li>● Define words by category and one or more attribute. Identify real life connections between words (e.g. places at home that are cozy).</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Learn about fiction author’s purpose</li> <li>● Learn about the impact a clear setting can have on readers</li> <li>● Recognize main characters qualities</li> <li>● Discover how characters are made more interesting</li> <li>● Describe their reactions to events of a story</li> <li>● Discover how fiction elements create a clear structure</li> </ul>

<ul style="list-style-type: none"> <li>● Distinguish shades of meaning among verbs (e.g., look, stare, and glare) and adjectives (e.g. big, gigantic) by defining them or acting them out.</li> <li>● Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.</li> <li>● write a story that tells two or more appropriately sequenced events</li> <li>● include details about what happened</li> <li>● use words to signal event order</li> <li>● how to focus on a topic</li> <li>● how to provide closure</li> <li>● with assistance, use digital tools to produce and publish writing</li> <li>● write all lowercase and uppercase letters</li> <li>● use appropriate nouns, verbs, adjectives and prepositions</li> </ul> <p><i>Grammar lessons:</i>  Text layout lessons 1-3  Capitalization lessons 1-2  Punctuation lessons 1-4  Parts of speech lessons 1-7  Sentence structure lessons 1-5  Culminating mini lesson</p>	<ul style="list-style-type: none"> <li>● Consider problems they have experienced and brainstorm possible story ideas</li> <li>● Use illustrations and words to describe external human qualities</li> <li>● Reflect on places they have visited in order to create possible settings</li> <li>● Consider real problems and issues for their stories</li> <li>● Consider the type of fiction story they would like to write</li> <li>● Consider how they should address the 4 W's</li> <li>● Consider how to use transitions and temporal words</li> <li>● Examine conclusions</li> <li>● Locate places in their drafts to add details and actions</li> <li>● Explore ways to give each character a voice</li> <li>● Edit a final draft for capitalization</li> <li>● Use a checklist to guide them through the editing process</li> <li>● Create cover illustrations</li> <li>● Self-reflect on their writing pieces</li> </ul>
<b>Literature</b>  <i>Fiction Writing Unit by Schoolwide Fundamentals, 2013</i> <i>Big Al by Andrew Clements</i> <i>Perfect Pet by Margie Palatini</i> <i>Weekend With Wendell by Kevin Henkes</i>  <b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>

Students will create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.	Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists
Read interviews with authors online to learn more about the very real personal connections writers have to their fictional tales.	Mentor texts, interactive projector
Students will play a Kahoot game to practice descriptive adjectives. Students will have to pick the adjective from the sentence. The class then can create a descriptive adjective anchor chart to use as a resource.	Interactive projector, Chromebooks, chart paper, art supplies
Students will create fiction stories by using dice story starter prompts. Students roll three dice; character, setting, problem.	Story prompt dice Writing paper
Students will interview others; students, parents, teachers to find out about their writing, favorite things to write to see how all writers are different.	Interview form Anchor chart brainstorming interview ideas/questions
During the story planning process, students will portray that characters in their story to help plan the events that occur in their story. Students will act out the story they are planning and will demonstrate a logical story sequence and the choices that the character in their story makes.	Story brainstorming and planning notes
<b>Website Resources</b>	
Catchy rap videos that help engage students	<a href="http://www.flocabulary.com">www.flocabulary.com</a>
Online story books that can be shared using the interactive projector or used as a resource for centers	<a href="http://www.storylineonline.com">www.storylineonline.com</a>
Online story books that can be shared using the interactive projector or used as a resource for centers	<a href="http://www.tumblebooklibrary.com">www.tumblebooklibrary.com</a>
Video interviews with authors	<a href="http://www.readingrockets.org/books/interviews">www.readingrockets.org/books/interviews</a>

## Accommodations & Modifications

### English Language Learners

- Use visual aids
- Provide anchor charts
- Model your thinking
- Model your writing
- Shared writing
- Show models of finished products
- Outlining

### Gifted and Talented

- Higher level questioning
- Written response extension
- Reflection & Self-Assessment
- Higher order writing skills
- Suggest compositional risks

### Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

### Economically Disadvantaged

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

### Students with IEPs

- Provide differentiated instruction as needed

- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Students with 504 plan**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him

- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Students At Risk Of School Failure:**

- Provide Peer Tutoring
- Multisensory Instruction (ex. Letter Sound Workout)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction