



Grade 1 Writing Curriculum

Oradell Public School District
Oradell, NJ

2023

The **Grade 1 Writing Curriculum** was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills as well as connections to Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington, 2011). We believe that writers need time, choice, and feedback in order to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading Workshop
- Read-Aloud
- Shared Reading
- Guided Reading
- Writing Workshop
- Interactive Writing
- Shared Writing
- Word Study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Mini-lesson

Each reading workshop lesson begins with explicit instruction in a mini-lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini-lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method

shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the mini-lesson, the teacher reminds students about the strategies they can use while they are reading.

Read Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support

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the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning needs) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini-lesson that is grounded in a clear teaching point. After the mini-lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child’s writing.

Mini-lesson

Writing workshop begins with a mini-lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets students' needs as a writer (Anderson, 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student’s writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child’s writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson’s example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

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① is the symbol for Teaching Point. © is the symbol for Instructional Goal.
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Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students are struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skills taught during the mini-lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

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Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about the many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students don't need to learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 3-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource while students in grade 2 will use the *Sadlier Vocabulary Workshop: Purple*. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano, 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-Based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific

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books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Suggested Pacing Guide for Reading & Writing Units Grade One

Unit	Approximate Months	Reading Unit	Writing Unit	Phonics	Grammar Skills
1	Sept-Oct	Launching Reading Workshop: Building Good Reading Habits	Launching Writing Workshop and Small Moments	Foundations Level 1 Unit 1 Weeks 1-3 Unit 2 Weeks 1-4	-Print letters -Punctuation -Phonetic spelling
2	Oct-Nov	Word Detectives Use All They Know to Solve Words	INFORMATION How-to Books	Foundations Level 1 Unit 3 Weeks 1-2 Unit 4 Weeks 1-2 Unit 5 Week 1	-Basic commas -Common spelling -Verbs
3	Nov-Dec	NONFICTION: Learning About the World	INFORMATION Expert Books	Foundations Level 1 Unit 6 Weeks 1-3 Unit 7 Weeks 1-3	-Nouns -Adjectives
4	Jan-Feb	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	OPINION Book Reviews	Foundations Level 1 Unit 7 Weeks 1-3 Unit 8 Weeks 1-2	-Conjunctions produce and expand sentences -Capitalize dates and names
5	Feb-March	Avid Readers	OPINION Writing About our Community	Foundations Level 1 Unit 9 Weeks 1-2 Unit 10 Weeks 1-3	-Personal, possessive, and indefinite pronouns -Prepositions
6	April-May	FICTION: Meeting Characters and Learning Lessons	NARRATIVE Writing Fiction	Foundations Level 1 Unit 11 Weeks 1-3 Unit 12 Weeks 1-3	-Verbs convey tense -Nouns and verbs match
7	May-June	FICTION: Studying Characters and Their Stories	Independent Writing Projects Across the Genres	Foundations Level 1 Unit 13 Weeks 1-3 Unit 14 Weeks 1-2	-Determiners review of grammar

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, or **Asian American Pacific Islander** legislation related activities.

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First Grade Writing Curriculum

Unit 1 Narrative: Launching Writing Workshop and Small Moments Stories

Unit Overview

This first unit is designed to help students write with independence, confidence, and stamina. Routines and procedures will be taught and reviewed. Students will be writing small moments: stories from their lives with a clear focus, tremendous detail and elaboration. Teachers will need to gather booklets containing both spaces for drawings and spaces for writing. The importance of drawing for planning should be stressed. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the following page, and whatever happens after on the third page. These drawings will help children stretch out and elaborate their stories. While continuing to write small moment stories from their lives, students will be encouraged to use writing partnerships to help students make comments, and ask questions. Partners will also provide suggestions to peers in order to lift the level of the writing. These partnerships will set the expectation that we write so that our partners and others can read and understand our work.

Enduring Understandings

Writers will:

- Establish a writing workshop that supports independence.
- Write a small moment story.
- Write so that others can read and understand the idea.

Assessments:

Pre-assessment	Post-assessment
<p>School-wide Writing Prompt:</p> <p>I really want to learn what you can do as writers. Today you will write a true story about a special time that already happened. You will have one class period to write your true story. In your writing, make sure you:</p> <ul style="list-style-type: none">• Write a beginning for your story.• Help readers picture your story.• Show what your story is really about.• Write an ending for your story. <p>Score using the OPS Rubric for Narrative Writing Grade 1</p>	<p>School-wide Writing Prompt:</p> <p>I really want to learn what you can do as writers. Today you will write a true story about a special time that already happened. You will have one class period to write your true story. In your writing, make sure you:</p> <ul style="list-style-type: none">• Write a beginning for your story.• Help readers picture your story.• Show what your story is really about.• Write an ending for your story. <p>Score using the OPS Rubric for Narrative Writing Grade 1</p>

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Possible Ongoing Assessments

- Writing Conferences
- Peer Editing
- Teacher Observation
- Read through notebooks to see if entries are narrative and check for focus, significance, tension, and appropriate length of entries
- Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions
- Read through celebration comments to see if students understand what good narrative writing looks like
- Published pieces scored using the [OPS Rubric for Narrative Writing Grade 1](#).

Standards (NJSLs) Addressed in this Unit

Reading Literature

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

Reading Informational Text

N/A

Reading Foundational Skills

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Writing

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Speaking & Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print all upper- and lowercase letters.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- B. Use end punctuation for sentences.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Computer Science and Design Thinking

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
 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).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
 CLKSP4 Demonstrate creativity and innovation.
 CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit 1 Narrative: Launching Writing Workshop & Small Moment Stories

Suggested Teaching Points

Unit 1/Bend 1: Establishing Writer's Workshop and Building Stamina

Writers will immerse themselves in the writing experience by...

- Understanding the expectations and parts of a writing workshop.
- Thinking about why writers write: to communicate in a letter, to tell a story, to teach about something they know, to convince someone.
- Continuing to add to their words, add to their pictures, or starting a new piece.
 - Writers have a saying, "When you're done, you've just begun." (Launching the Writing Workshop, p.13).
- Keeping their writing tools in the same place so they don't waste time looking for a pen, paper, or writing folders. (Launching the Writing Workshop, pg 20)
- Maintaining their writer's notebook.
- Using photos, pictures, and mementos to decorate their writer's notebooks for inspiration.
- Thinking of something from their experiences, getting a picture in their mind, and drawing the story on paper. (Launching the Writing Workshop, p. 2)

Unit 1/Bend 2: Planning Small Moment Stories

Writers will plan and write narrative stories by...

- Thinking back to their experiences and zooming in on a small moment to write:
 - Writers take a big watermelon idea, narrow it to a slice, then a seed/small moment.
- Organizing their writing with a Story Plan to make sure they have a beginning, a middle, and an end. (Story Plan Organizer):
 - Touch each page and say what they will write in order: "Writers touch and tell, sketch, then write."
- Closing their eyes and picturing what they want to draw in their mind to help them draw as best as they can:
 - When writers have an "uh-oh" feeling because they aren't sure how to draw something, "We don't just give up! No way! I'm going to just draw the best I can." (Launching the Writing Workshop, p. 36).
- Using spelling strategies such as stretching out words, using the alphabet chart, using the word wall, and/or following spelling patterns they know (i.e. and/hand):
 - When writers have an "uh-oh" feeling because they aren't sure how to write something, "We don't just give up! No way!"

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	<p>I have a strategy toolbox for spelling.</p> <ul style="list-style-type: none"> ● Beginning each sentence with a capital letter and ending each sentence with a period: <ul style="list-style-type: none"> ○ We think of a whole sentence or thought and then write it without stopping until we get to the end of the idea. Then we put a period down. ○ Then we have another thought, and starting with a capital letter, we write and write until the thought is down again, without stopping. Then we put another period at the end.
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Unit 1/Bend 3: Writers Will Bring Small Moment Stories to Life

<p><i>Writers will develop their writing by...</i></p>	<ul style="list-style-type: none"> ● Trying different hooks/beginnings: action lead, setting lead, dialogue/talking lead. Now try writing your lead three different ways. ● Unfreezing their characters to make them move. (Lucy Calkins, Pgs. 70-71). ● Detailing their stories in small steps. (Lucy Calkins, Pgs. 80-83) ● Making their characters think and feel. Add thoughts and feelings for the characters using post-its (Lucy Calkins, Pgs. 89-92). ● Thinking about what the characters might say. Include speech bubbles. ● Using transition words to show sequence: First, Next, Then, After Suddenly, Finally. ● Ending their story with a feeling. How did you feel about what happened?
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Unit 1/Bend 3: Writers Will Fancy and Fix Up Their Work

<p><i>Writers will revise and edit their writing by...</i></p>	<ul style="list-style-type: none"> ● Asking questions of themselves as we reread to make our writing stronger and clear: <ul style="list-style-type: none"> ○ "Would my teacher be able to read this? Would my writing partner be able to read this?" ○ Rereading their writing to make sure the stories make sense. ○ Writers listen closely to every word and make sure what was written matches what was said. ○ Ask questions like, "Does this make sense?" "Is this clear?" And if it doesn't, or it's not, we revise our writing to make sure it does make sense and that it is clear. ● Writers have meaningful conversations with our writing partners to make our writing better. <ul style="list-style-type: none"> ○ Just as we talk to our reading partners about the books we read, we talk to our writing partners about the stories we write. ○ We can say things to each other like, "Let me show you what I did in my writing." or, "This is what I did today..." and "Listen to my story..." or "This is what I'm working on..."
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	<ul style="list-style-type: none"> ○ Partners can respond by saying, "I like the part..." or "I like how you..." or "It makes me feel..." or "It reminds me of..." ● Using the "Narrative Writer's Checklist" to edit their work: Not Yet, Starting To, Yes! <ul style="list-style-type: none"> ○ Self-Assessment ○ Peer-Assessment ○ Editing for spaces between words, capital letters, punctuation (periods, exclamation points, question marks), and spelling using a checklist ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ● Publishing their work to include a picture for their story. ● Sharing with a celebration.
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Unit 1: Grammar/Mechanics

Print ALL upper-and lowercase letters
Writers will...

- Review upper-and lowercase letter formation using the Foundations resources.

Use end punctuation for sentences
Writers will....

- Identify who or what the sentence is about (subject) and what the subject is doing (verb). Students can highlight who or what in yellow and the what the subject is doing in orange.
- Review types of sentences (ex: declarative, command, exclamatory, interrogative).
- Always end a sentence with punctuation (ex: period, exclamation, question mark).

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

- Review letter sounds using Foundations resources.
- Review how to blend sounds to create words.
- [Jack Hartmann Video - Phonics Song](#)
- [Jack Hartmann Video - Let's Make Words](#)

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student's IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.

- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Provide direct and explicit instruction on adding dialogue to a story.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Build anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Use "Piece of Heart" anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Build Anchor Chart "Planting Seed" to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to the student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Provide direct and explicit instruction on adding dialogue to a story.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.

- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use “Piece of Heart” anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use “Piece of Heart” anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build anchor chart “Planting Seed” to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use kindergarten writing assessment data to drive instruction.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk..

- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their writing and self-record to use as a reference.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model Writer’s Notebook with a Teacher’s and/or Student’s Notebook.
- Use “Piece of Heart” anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build anchor chart “Planting Seed” to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Use “Piece of Heart” anchor chart to generate ideas.
- Provide opportunities to use student notebook as an example.
- Build anchor chart “Planting Seed” to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations

- Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Roller Coaster by Marla Frazee

The Relatives Came by Cynthia Rylant

Professional Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Narrative: *Small Moments: Writing with Focus, Detail, and Dialogue, Grade 1 Unit 1* (2013).

Unit 2 Information: How-To Books

Unit Overview

Students already know how to do many things such as make sandwiches, play games, and be friends. This unit aims to teach students that they are experts and can share their expertise with others by crafting “how-to” books. The focus is on teaching others what we know. It is a type of procedural writing, which requires clarity, sequence, and explicitness. To prepare for this unit, you will want to gather examples of procedural writing from the “real-world.” So, gather recipes, cookbooks, instructions for playing games, or making craft projects, and so on to use as mentors with your students. This unit will be a more meaningful one for your students if you provide them with hands on experiences. In order to help students grasp what it means to write “how-to” books, you may want them to complete demonstrations in class to help them with each step. You can also demonstrate these skills in shared or interactive writing by creating a “How to do a Fire Drill” or “How to Get Ready for Math.” In this unit, paper choice is critical. You should prepare types of paper that will scaffold student writing. Some pages may have small boxes, each numbered, in which the writer will draw what is needed in each step, with space for written text next to the box. Other students may be using booklets in which each page is a new step in the process. Use paper choice as a way of differentiating instruction for your students.

Enduring Understandings

Writers will:

- Teach others what they know through writing.
- Develop a procedural writing sample.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Think of something you know a lot about. This should be a topic you could teach someone how to do. You will use this class period to write a “How To” piece. In your writing, make sure you:</p> <ul style="list-style-type: none">● Include a beginning to show what you will teach.● Include lots of information.● Put your writing in order.● Use transition words.● Write an ending. <p>Score using the OPS Rubric for Information Writing Grade 1.</p>	<p>Prompt: Think of something you know a lot about. This should be a topic you could teach someone how to do. You will use this class period to write a “How To” piece. In your writing, make sure you:</p> <ul style="list-style-type: none">● Include a beginning to show what you will teach.● Include lots of information.● Put your writing in order.● Use transition words.● Write an ending. <p>Score using the OPS Rubric for Information Writing Grade 1.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">● Writing Conferences	

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- Peer Editing
- Teacher Observation
- Read through writing to see if pieces are in the proper genre check for focus and appropriate length of entries
- Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions
- Read through celebration comments to see if students understand what good how-to writing looks like
- Published pieces scored using the [OPS Rubric for Information Writing Grade 1](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Reading Informational Text

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Reading Foundational Skills

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

Speaking & Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language

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

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

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

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

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

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit 2 Information: How-To Books

Suggested Teaching Points

Unit 2/Bend 1: Getting Started — Choosing Topics and Planning

Writers will plan their "How To" pieces by...

- Understanding what "How-To" writing is using mentor texts.
- Thinking of what they're an expert at and making a list of topics.
- Engaging in a teacher-directed, shared writing how-to writing piece.
- Choosing a topic and making a list of materials or supplies the

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	<p>person will need in order to do the activity.</p> <ul style="list-style-type: none"> ● Imagining doing their how-to topic and putting the steps in order with words and pictures using an organizer sheet.
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Unit 2/ Bend 2: Tapping into “How To” Drafting and Elaborating

<p><i>Writers will draft and their “How-To” writing pieces by...</i></p>	<ul style="list-style-type: none"> ● Writing an introduction to tell the reader what the book will be about: <ul style="list-style-type: none"> ○ Tell why the topic is important ○ Ask a question ● Copying each step onto a different page for their book. ● Adding details to their writing so that the reader understands exactly how to do what you’re teaching them. ● Using detailed pictures to teach the reader, not just words. ● Adding transition words to help readers understand what you are teaching even better: <ul style="list-style-type: none"> ○ First, to begin with, to begin, to start... ○ Then, next, later, after that... ○ Finally, last, at the end... ● Guiding readers with warnings, suggestions, and tips. ● Writing a conclusion to wrap up the book and tell the reader what to do with all the information we just gave her. <ul style="list-style-type: none"> ○ “Now you can _____”, “Go get started...”, “Now you know how to _____”
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Unit 2/Bend 3: Revising/Editing our How-to Books

<p><i>Writers will revise and edit their writing by...</i></p>	<ul style="list-style-type: none"> ● Choosing a book to publish and working with a partner to revise: <ul style="list-style-type: none"> ○ Partners can say, “I like how you...”, “I think you need to write more about...”, “I don’t understand what you mean when you say...” ● Using post-its to add to their writing or make changes. ● Using the “Informational Writer’s Checklist” to edit their work: Not Yet, Starting To, Yes! <ul style="list-style-type: none"> ○ Self-Assessment ○ Peer-Assessment ○ Editing for spaces between words, capital letters, punctuation (periods, exclamation points, question marks), and spelling using a checklist ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ● Adding a table of contents. <ul style="list-style-type: none"> ○ Introduction, List of Materials, How-To Steps, Conclusion ● Sharing with a celebration.
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Unit 2: Grammar and Mechanics

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

Writers will...

- Practice using commas when writing the date on their paper.
- Use commas after transition words (First, Then, Next, Finally,)
- Use commas when separating the materials in their how-to piece (ex. First, get the milk, chocolate syrup, spoon, and cup.)

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

Writers will...

- Review common spelling patterns and word families.
- Review and learn “Trick Words” using Foundations resources.

Use verbs to illustrate specific action steps

Writers will...

- Brainstorm action verbs in a mini lesson for a how-to piece (ex: mix the ingredients, stir the batter, bake in the oven). Refer to [Jack Hartmann Video - Action Verbs](#).
- Brainstorm action words for their own how-to piece.
- Identify action verbs in their own how-to piece by highlighting them in orange.

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.

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- Provide graphic organizer.
- Build anchor chart and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Refer to student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide graphic organizer.
- Build anchor chart and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.

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- Define and share examples of how-to writing.
- Provide graphic organizer.
- Build anchor chart and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing and self-record to use as a reference.
- Edit spelling, grammar, and punctuation last.
- Define and share examples of how-to books.
- Provide graphic organizer.
- Build anchor chart and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Provide graphic organizer.
- Set writing goal for assignment.
- Provide opportunities to use student notebook as an example.
- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.
- Build anchor chart and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

How to Make Salsa by Jamie Lucero

How a House is Built by Gail Gibbons

Make a Valentine by Dale Gordon

How to Make a Hot Dog by Joy Cowley

The Pumpkin Book by Gail Gibbons

How to Babysit a Grandpa by Jean Reagan

Professional Resource

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.

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Portsmouth, NH: Heinemann.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Information: *Nonfiction Chapter Books, Grade 1 Unit 2 (2013)*.

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Unit 3 Information: Nonfiction Books

Unit Overview

Everyone knows how to be an expert at something -- whether it be knowing the names of the NBA players on every team, or telling about every Lego piece, set, and creation. Everyone has a passion for something. This unit aims to take this knowledge and allow students the opportunity to teach what they know. We want to build upon the skills that children learn in Kindergarten with their “All About Books” and transition the language to “Nonfiction” books. During this unit, students will be writing many information books about many different topics, choosing one to publish towards the end of the unit. Rather than researching new topics, help children select topics they are already knowledgeable about. This is a time for students to reveal their hobbies and passions. As you prepare for this unit, it is important to remember paper choices. You will want to have variety here, thinking of paper choices for table of contents, diagrams, how-to, etc to support the various structures students will be writing in throughout the unit.

Enduring Understandings

Writers will:

- Write all about a topic they know well.
- Teach others through their writing.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Think of something that you know a lot about. This could be a topic you have learned about in books, from other people or on your own. You probably think you are an expert on this topic and could teach someone about it. You will use this class period to write a “All About” piece for a topic you know very well. In your writing, make sure you:</p> <ul style="list-style-type: none">• Include a beginning to show what you know.• Include lots of information about your topic.• Explain your topic well.• Put your writing in order.• Use transition words.• Write an ending. <p>Score using the OPS Rubric for Information Writing Grade 1.</p>	<p>Prompt: Think of something that you know a lot about. This could be a topic you have learned about in books, from other people, or on your own. You probably think you are an expert on this topic and could teach someone about it. You will use this class period to write a “All About” piece for a topic you know very well. In your writing, make sure you:</p> <ul style="list-style-type: none">• Include a beginning to show what you know.• Include lots of information about your topic.• Explain your topic well.• Put your writing in order.• Use transition words.• Write an ending. <p>Score using the OPS Rubric for Information Writing Grade 1.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Writing Conferences	

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- Peer Editing
- Teacher Observation
- Read through writing to see if pieces are in the proper genre check for focus and appropriate length of entries
- Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions
- Read through celebration comments to see if students understand what good Nonfiction writing looks like
- Published pieces scored using the [OPS Rubric for Information Writing Grade 1](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature
N/A
Reading Informational
<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>
Reading Foundation
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
Writing
<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.1.7. 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.1.6 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.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Speaking & Listening

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

B. 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).

C. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

D. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language

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

A. Use common, proper, and possessive nouns.

F. Use frequently occurring adjectives.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

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Suggested Teaching Points

Unit 3/Bend 1: Planning Nonfiction Chapter Books

Writers will plan their nonfiction books by...

- Understanding what nonfiction writing is and the features of nonfiction books by using mentor texts about animals.
- Show paired texts (Nonfiction and narratives) about animals. **See [Bookflix](#).**
- Compare and contrast features of nonfiction books and Narrative stories.
- Thinking of an animal they know about and writing what they know about it.
- Choosing an animal to research from a list:
 - Using a graphic organizer, find and record facts about that animal's habitat, eating habits, survival skills, and other fun facts.
 - Add choice topics on another organizer for additional research.
 - Write their research facts in their own words.

Unit 3/Bend 2: Writing Nonfiction Chapter Books

Writers will draft their nonfiction books by...

- Engaging in a teacher-directed, shared writing nonfiction writing piece about an animal.
- Using their research facts to write about each topic (Habitat, What It Eats, Survival, Fun Facts) on separate pages:
 - Add additional pages for extra research.
- Making writing sound like Nonfiction:
 - Using the language of Nonfiction vs. "Once upon a time..."
- Distinguishing between facts vs. opinions.
- Using important and topic specific vocabulary words:
 - Paws, antlers, cubs

Unit 3/Bend 3: Elaborating Their Nonfiction Chapter Books

Writers will expand their writing for nonfiction books by...

- Using pictures to teach the reader about their animal:
 - Include labels and background to their pictures.
- Thinking of their own research topics/headings:
 - Adding additional pages for each new topic to research.
 - Put facts that go together on the same page. When you want to write about a new group of facts, start a new page.
- Including adjectives to describe their animal.
- Using transition words to connect ideas and add information (i.e. To start, In addition, Also, Finally, In conclusion).
- Combining sentences using joining words (i.e. and, so, because)
- Hooking the reader with a strong introduction:
 - Sound word for their animal.

	<ul style="list-style-type: none"> ○ Ask the reader a question about the animal. ○ Give an interesting or surprising fact about their animal. ● Writing a strong conclusion to help the reader understand your book: <ul style="list-style-type: none"> ○ Share your opinion about the topic. ○ Encourage the reader to do something with the information in the book (i.e. Find out how to help the endangered ...) ○ Tell one last interesting or funny fact about your animal.
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Unit 3/Bend 4: Organizing and Editing for Publication of Nonfiction Books

<p><i>Writers will organize their work and edit their nonfiction books by..</i></p>	<ul style="list-style-type: none"> ● Organizing their information for publishing: <ul style="list-style-type: none"> ○ Put pages for your Nonfiction book in order. ○ Number each page. ● Creating a “Table of Contents” to tell the reader what they are going to learn about on each page. ● Making a “Title Page” for their animal, including a picture with a background. ● Using the “Informational Writer’s Checklist” to edit their work: Not Yet, Starting To, Yes! <ul style="list-style-type: none"> ○ Self-Assessment ○ Peer Editing ○ Editing for spaces between words, capital letters, punctuation (periods, exclamation points, question marks), and spelling using a checklist ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ● Sharing with a celebration.
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Unit 3: Grammar and Mechanics

<p>Use common, proper, and possessive nouns</p> <p>Writers will...</p>	<ul style="list-style-type: none"> ● Understand that a noun is a person, place, or thing. Brainstorm types of nouns on a chart. ● Refer to Jack Hartmann Video - What is a Noun? ● Understand the difference between common and proper nouns by creating a chart as a whole-class. ● Understand that proper nouns are capitalized. ● Understand what a possessive noun is and how to write a possessive noun using an apostrophe.
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<p>Use frequently occurring adjectives</p> <p>Writers will...</p>	<ul style="list-style-type: none"> ● Understand that an adjective describes a noun. See Jack Hartmann Video - What is an Adjective? ● Create a whole-class chart of frequently occurring adjectives. ● Differentiate word choice to vary adjectives (ex: happy - delighted, joyful, cheerful, elated, etc.)
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Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Nonfiction Writing.
- Refer to student IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide a graphic organizer.
- Demonstrate peer editing and keep reinforcing growth mindset.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Nonfiction Writing.
- Refer to student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.

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- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide a graphic organizer.
- Demonstrate peer editing and keep reinforcing growth mindset.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Nonfiction Writing
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide a graphic organizer.
- Demonstrate peer editing and keep reinforcing growth mindset
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Nonfiction Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.

- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their writing and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide a graphic organizer.
- Demonstrate peer editing and keep reinforce growth mindset.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Nonfiction Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for the piece.
- Provide opportunities to use student’s notebook as an example.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Goldfish, Mice or Cats (from the Rigby PM Series)

My Baseball Book by Gail Gibbons

My Soccer Book by Gail Gibbons

Penguins Are Waterbirds by Sharon Taberski and her First Grade Class

So You Want to be President by Judith St. George

Professional Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Information: *Nonfiction Chapter Books, Grade 1 Unit 2 (2013)*.

Unit 4 Opinion: Book Reviews

Unit Overview

This unit begins by teaching students that writing can give them a way to form an opinion and defend it. Children will brainstorm topics and learn to write their opinions, “What is my favorite game? Hobby? Book?” They will defend their opinion by adding reasons and examples/details for each. Students will then focus on developing an opinion piece for a book review. These goals are pushing first graders beyond the NJSL expectation for opinion writing, which states that students will 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.” This unit will encourage writers to develop their opinions with multiple reasons, provide details, and include strong openings and closings. It will also encourage students to use complex sentences and linking words to add information.

Enduring Understandings

Writers will:

- Learn how to write about and state personal opinions about books.
- Learn how to support personal judgments with organized reasons and supporting details.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Think of your favorite place. Today you will write your opinion about your favorite place and give reasons why you feel that way. In your “Opinion” piece, make sure you:</p> <ul style="list-style-type: none">● Name your opinion.● Give reasons and evidence/examples to explain why you have that opinion.● Use transition words.● Write an ending. <p>Score using the OPS Rubric for Opinion Writing Grade 1.</p>	<p>Prompt: Think of your favorite place. Today you will write your opinion about your favorite place and give reasons why you feel that way. In your “Opinion” piece, make sure you:</p> <ul style="list-style-type: none">● Name your opinion.● Give reasons and evidence/examples to explain why you have that opinion.● Use transition words.● Write an ending. <p>Score using the OPS Rubric for Opinion Writing Grade 1.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">● Writing Conferences● Peer Editing● Teacher Observation● Read through notebooks to see if entries are opinion and check for focus, significance, tension, and appropriate length of entries	

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- Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions
- Read through celebration comments to see if students understand what good opinion writing looks like
- Published pieces scored using the [OPS Rubric for Opinion Writing Grade 1](#)

Standards (NJSL) Addressed in this Unit

Reading Literature

RL.1.1. Ask and answer questions about key details in a text.
 RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Reading Informational Text

RI.1.1. Ask and answer questions about key details in a text.

Reading Foundational Skills

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 B. Decode regularly spelled one-syllable words.
 C. Know final -e and common vowel team conventions for representing long vowel sounds.
 D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 A. Read grade-level text with purpose and understanding.
 B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
 W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
 W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
 W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

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

- B. 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).
- C. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- D. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language

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

- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- A. Capitalize dates and names of people.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

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

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 4 Opinion: Book Reviews

Suggested Teaching Points

Unit 4/Bend 1: Best in Show — Judging Our Collection

Writers will plan their opinion writing by...

- Thinking about what we care about and why. People share their opinions about what they care about and know a lot about:

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	<ul style="list-style-type: none"> ○ For example, people who keep collections often think: “Which is my favorite? Which is next? They even try to convince others about their opinions. ● Collecting examples of topics they care about: <ul style="list-style-type: none"> ○ For example, What is your favorite game? Hobby? Book? ● Recognizing that people can have different opinions about a topic: <ul style="list-style-type: none"> ○ “I feel the same way.” “I have a different opinion” of “I disagree with you.” ● Engaging in a teacher-directed opinion writing piece. ● Choosing an opinion topic and giving reasons why we feel that way to a partner: <ul style="list-style-type: none"> ○ This game is the best because ... ○ My favorite game is ____ because... ○ My favorite food is ____ because... ● Choosing another opinion topic and writing reasons why: <ul style="list-style-type: none"> ○ <i>The Incredibles</i> is my favorite movie because... ○ Eating at Tom’s Pizza is the best because... ● Including transition words/phrases for each reason: <ul style="list-style-type: none"> ○ One reason...Another reason...Finally... ○ Show a transition word/phrases chart. ● Including examples for their reasons: <ul style="list-style-type: none"> ○ For example.... ● Including small moment stories: <ul style="list-style-type: none"> ○ One time... ● Adding an introduction to hook the reader’s attention: <ul style="list-style-type: none"> ○ A strong feeling ○ A question ○ State a fact ● Adding a conclusion to restate their opinion and tell the reader what to do next.
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Unit 4/Bend 2: Writing a Book Review	
<p><i>Writers will draft their book reviews by...</i></p>	<ul style="list-style-type: none"> ● Reviewing a mentor text to find strong opinions (i.e. <i>The Day the Crayons Quit</i> by Drew Daywalt): <ul style="list-style-type: none"> ○ Read through once to students and discuss the reasons the crayons quit. ○ Hand out a copy of the book to students. Highlight a few reasons with students for why the crayons quit. ○ Have students work with a partner to highlight more reasons for why the crayons quit. ● Reading examples of book reviews and understanding what they are: <ul style="list-style-type: none"> ○ Exploring “blurbs” on the backs of books. ● Engaging in a teacher-directed book review. ● Choosing a favorite book and telling a partner why you like a book: <ul style="list-style-type: none"> ○ Students will use a graphic organizer <i>to state their opinion</i>,

	<ul style="list-style-type: none"> ○ <i>i.e.</i> _____ book is the best. ○ Give 3-4 reasons on your organizer. ● Hooking the reader: <ul style="list-style-type: none"> ○ Ask questions to make your reader wonder, <i>i.e.</i> Have you ever read a book with a funny character? A book that keeps you laughing until the end? ○ Share a strong feeling: “I think” you should read the book _____. ● Providing examples from the book to support their reasons. <ul style="list-style-type: none"> ○ Provide a graphic organizer or post-its for examples. ● Including transition words/phrases for each reason. <ul style="list-style-type: none"> ○ One reason...Another reason...Finally... ○ Remind students to use their transition word/phrases chart. ● Adding a conclusion to restate your opinion and tell the reader what to do next.
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Unit 4/Bend 3: Revising/Editing a Book Review

<p><i>Writers will revise and edit their book reviews by...</i></p>	<ul style="list-style-type: none"> ● Adding examples from the book to support their reasons: <ul style="list-style-type: none"> ○ Provide a graphic organizer for examples. ● Revising word choice for strong language. ● Using the “Opinion Writing Checklist” to edit their work: Not Yet, Starting To, Yes! <ul style="list-style-type: none"> ○ Self-Assessment ○ Peer Editing ○ Editing for spaces between words, capital letters, punctuation (periods, exclamation points, question marks), and spelling using a checklist ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ● Publishing their book review: <ul style="list-style-type: none"> ○ Make a book jacket and attach your book review. ● Sharing with a celebration.
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Unit 4: Grammar and Mechanics

<p>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) Writers will...</p> <ul style="list-style-type: none"> ● Combine two sentences using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Ex: The book makes me laugh. The book is funny. I like this book. ● Expand sentences by giving reasons (ex: The book makes me laugh because it is funny.)

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

Writers will...

- Produce and expand sentences by responding to teacher prompts: Why do you like this book? What makes it funny? What else about this book is enjoyable?
- Vary sentence structure by including different types of sentences in their book reviews. Ex: Are you looking for a book with adventure? A book that will make you laugh? Look no further!

Capitalize dates and names of people

Writers will...

- Always capitalize when writing days of the week and months.
- Always capitalize names of people.
- [Jack Hartmann Video - Capitalize](#)

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student IEP goals and modifications
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Provide graphic organizers to help structure the opinion text.
- Use sentence starters or frames when possible.
- Provide envelopes or folders for gathering research on specific topics.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.

Students with 504s

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student's 504 goals and modifications
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Provide graphic organizers to help structure the opinion text.
- Use sentence starters or frames when possible.
- Provide envelopes or folders for gathering research on specific topics.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.

Students at Risk

- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Provide graphic organizers to help structure the opinion text.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.

- Provide envelopes or folders for gathering research on specific topics.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide examples of labeling.
- Provide leveled texts and articles when possible
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Provide graphic organizers to help structure the opinion text.
- Set writing goal for assignment and then focus only on that goal
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide envelopes or folders for gathering research on specific topics.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction and allow opportunities for extension.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussions.
- Provide opportunities to use student’s notebook as an example.
- Allow student to add subtopics and chapters to the published piece.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

The Day the Crayons Quit by Drew Daywalt

Click, Clack, Moo by Doreen Cronin

Dear Mrs. LaRue: Letters from Obedience School by Mark Teague

Earrings by Judith Viorst

I Wanna Iguana by Karen Orloff

I Wanna New Room by Karen Orloff

Don’t Let the Pigeon Stay Up Late by Mo Willems

Professional Resources

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Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.
Portsmouth, NH: Heinemann.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from
the Reading and Writing Project. Opinion: *Writing Reviews, Grade 1 Unit 3 (2013)*.

[Scholastic Book Reviews](#)

[Mensa for Kids - Book Reviews](#)

[Spaghetti Book Club - Book Reviews by Kids](#)

Unit 5 Opinion: Writing About Our Community

Unit Overview

This unit continues to develop the students' opinion writing skills by allowing them to branch out and write about the world around them. They begin to develop opinions about topics that then lead to real world expression--writing a letter. Students will talk about their audience and decide who should receive their letters in order to best impact their community.

Enduring Understandings

Writers will:

- Write about and state personal opinions and ideas.
- Write about the world around them.
- Support personal judgments with organized reasons and supporting details.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Think about a problem we have in the class or in our school (i.e. running in the hallways). This should be something that you would like to see change. Today you will write your opinion about this problem and give reasons why you feel that way. In your "Opinion" piece, make sure you:</p> <ul style="list-style-type: none">• Name your opinion, i.e. I think we shouldn't run in the hallways.• Give reasons and evidence/examples to explain why you have that opinion.• Use transition words.• Write an ending. <p>Score using the OPS Rubric for Opinion Writing Grade 1.</p>	<p>Prompt: Think about a problem we have in the class or in our school (i.e. running in the hallways). This should be something that you would like to see change. Today you will write your opinion about this problem and give reasons why you feel that way. In your "Opinion" piece, make sure you:</p> <ul style="list-style-type: none">• Name your opinion, i.e. I think we shouldn't run in the hallways.• Give reasons and evidence/examples to explain why you have that opinion.• Use transition words.• Write an ending. <p>Score using the OPS Rubric for Opinion Writing Grade 1.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Writing Conferences• Peer Editing• Teacher observation• Read through notebooks to see if entries are opinion and check for focus, significance, tension, and appropriate length of entries• Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions• Read through celebration comments to see if students understand what good opinion writing looks like	

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- Published pieces scored using the [OPS Rubric for Opinion Writing Grade 1](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Reading Informational Text

- RI.1.1. Ask and answer questions about key details in a text.

Reading Foundational Skills

- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Computer Science and Design Thinking

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2)

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Unit 5 Opinion: Writing About Our Community

Suggested Teaching Points

Unit 5/Bend 1: Letters to Our Community

Writers will plan and draft their opinion letter by...

- Engaging in a teacher-directed opinion letter to the community.
- Choosing a problem in the school and telling a partner why this is a problem:
 - Students will use the *Opinion Writing Web to state their*

	<p><i>opinion, i.e. _____</i> is a big problem our class/school.</p> <ul style="list-style-type: none"> ○ Give 3-4 reasons on your organizer. ● Understanding the format of a letter to the principal or their teacher. ● Hooking the reader: <ul style="list-style-type: none"> ○ Choosing their audience - who they will write the letter to? ○ Ask questions to make your reader wonder, i.e. Have you ever noticed that children running through the hallways? Do you think someone could get hurt? ○ Share a strong feeling: I think kids should not run in the hallways. ● Using examples/details to support their reasons: <ul style="list-style-type: none"> ○ Provide a graphic organizer or post-its for examples. ● Including transition words/phrases for each reason: <ul style="list-style-type: none"> ○ One reason...Another reason...Finally... ○ Remind students to use their transition word/phrases chart. ● Adding a conclusion to restate your opinion and tell the reader what to do next.
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Unit 5/Bend 2: Revising and Editing

<p><i>Writers will revise and edit their opinion letters by..</i></p>	<ul style="list-style-type: none"> ● Adding examples to support their reasons: <ul style="list-style-type: none"> ○ Provide a graphic organizer for examples. ● Revising word choice for strong language. ● Using the “Opinion Writing Checklist” to edit their letter: Not Yet, Starting To, Yes! <ul style="list-style-type: none"> ○ Self-Assessment ○ Peer Editing ○ Editing for spaces between words, capital letters, punctuation (periods, exclamation points, question marks), and spelling using a checklist ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ○ Each editing point can be a lesson for each day as students color, revise and publish their final piece. ● Publishing their letter. ● Sharing their letters and delivering them to the principal/teacher.
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Unit 5: Grammar and Mechanics

<p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) Writers will...</p> <ul style="list-style-type: none"> ● Understand that pronouns can replace nouns. ● Apply personal personal, possessive, and indefinite pronouns in their opinion writing to strengthen their argument.
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<p>Use frequently occurring prepositions (e.g., during, beyond, toward)</p>
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Writers will...

- Recognize that prepositions show location. Refer to [Prepositions Video - Where is it?](#).
- Use prepositional phrases to add detail to their writing.

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student IEP goals and modifications
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to type.
- Demonstrate quick notes and provide examples.
- Model making a claim and provide visual examples.
- Build "Transition Word" anchor chart and refer to it throughout the unit.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student's 504 goals and modifications
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

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- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to type.
- Demonstrate quick notes and provide examples.
- Model making a claim and provide visual examples.
- Build "Transition Word" anchor chart and refer to it throughout the unit.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Demonstrate quick notes and provide examples.
- Model making a claim and provide visual examples.
- Build "Transition Word" anchor chart and refer to it throughout the unit.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters when possible.
- Model making a claim and provide visual examples.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for assignment.
- Provide opportunities to use student's notebook as an example.
- Allow student to write and send opinion letters to school officials, city officials, etc.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:

- Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

I Wanna Iguana by Karen Kaufman Orloff
Duck Rabbit by Amy Krouse Rosenthal and Tom Lichtenheld
Click, Clack, Moo Cows That Type by Doreen Cronin
Don’t Let the Pigeon Drive the Bus by Mo Willems
Hey Little Ant by Hannah Hoose and Phillip Hoose

Professional Resources

Writing Pathways K-5, Performance Assessments and Learning Progressions, *Units of Study for Teaching Reading* Lucy Calkins with Colleagues from the Reading and Writing Project.
Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Opinion: *Writing Reviews, Grade 1 Unit 3 (2013)*.

Unit 6 Fiction: Writing Fiction

Unit Overview

Writers draw upon their own experiences to imagine tiny details they want to include in a story and let their readers know a story is realistic. Students will think about the structure of their stories as they write chapters with a clear beginning, middle, and end. They will learn that writers use patterns to elaborate and they will then draw on all their skills and knowledge as writers of fiction to create even more powerful. Students will use what they already know about writing small moments to bring stories to life. Students will understand that characters face troubles and the writers get the characters out of trouble to provide satisfying endings for the reader.

Enduring Understandings

Writers will:

- Write fiction stories that might happen in the real world.
- Write small moment stories in a series using fictional characters and events.

Assessments

Pre-assessment	Post-assessment
<p>Prompt:</p> <p>I am really eager to understand what you can do as writers of narratives, of stories, so today, you will write the best personal narrative, the best small moment story that you can write. Today you will write a true story about a special time that already happened. You will have one class period to write your true story. In your writing, make sure you:</p> <ul style="list-style-type: none">• Write a beginning for your story.• Help readers picture your story.• Show what your story is really about.• Write an ending for your story. <p>You will need to plan, draft, revise and edit in one period. Write in a way that allows you to show off all you know about narrative writing.</p> <p>Score using the OPS Rubric for Narrative Writing Grade 1.</p>	<p>Prompt:</p> <p>I am really eager to understand what you can do as writers of narratives, of stories, so today, you will write the best personal narrative, the best small moment story that you can write. Today you will write a true story about a special time that already happened. You will have one class period to write your true story. In your writing, make sure you:</p> <ul style="list-style-type: none">• Write a beginning for your story.• Help readers picture your story.• Show what your story is really about.• Write an ending for your story. <p>You will need to plan, draft, revise and edit in one period. Write in a way that allows you to show off all you know about narrative writing.</p> <p>Score using the OPS Rubric for Narrative Writing Grade 1.</p>
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Writing Conferences• Peer Editing• Teacher Observation	

- Read through notebooks to see if entries are narrative and check for focus, significance, tension, and appropriate length of entries
- Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions
- Read through celebration comments to see if students understand what good narrative writing looks like
- Published pieces scored using the [OPS Rubric for Narrative Writing Grade 1](#)

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
Reading Informational Texts
N/A
Writing
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Speaking & Listening
SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> E. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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G. 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).

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 6 Narrative: Writing Fiction

Suggested Teaching Points

Unit 6/Bend 1: Fiction Writers Set Out to Write Realistic Fiction!

Writers will plan and write their realistic fiction story by...

- Becoming familiar with realistic fiction text through reading:
 - *Henry and Mudge* series
 - Realistic fiction books tell stories that could really happen but you get to make them up.
- Calling on their pretending skills to invent characters and small moment adventures:
 - Imagine a pretend character - name, where the character is, what the character does, the trouble he/she gets into (zoom in on one trouble like a small moment).
 - “How to Write a Realistic Fiction Book” anchor chart (pg. 7)
 - 1. Think of a pretend character (imagine name, place, and trouble)
 - 2. Plan - touch and tell, sketch across pages
 - 3. Write!

	<ul style="list-style-type: none"> ● Developing a “can-do” attitude and giving themselves orders to work independently and keep going: <ul style="list-style-type: none"> ○ How to start a new story and keep going as writers “Take charge” ○ “What’s another ‘trouble’ my character can get into?” ● Making endings that satisfy readers: <ul style="list-style-type: none"> ○ Writers make something happen through action, dialogue, or feeling to get their characters out of trouble. ● Making a courageous choice to tackle “sparkling” words as they write (fancy words they might not know how to spell yet): <ul style="list-style-type: none"> ○ Writers use everything they know about spelling to write these daring words. ● Using a Narrative Checklist to review their writing and set goals: <ul style="list-style-type: none"> ○ What am I doing well? What do I want to work on next? ○ Use narrative writing checklist to set goals.
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Unit 6/Bend 2: Fiction Writers Set Out to Write a Series!

<p><i>Writers will continue writing about their character in series by...</i></p>	<ul style="list-style-type: none"> ● Becoming familiar with realistic fiction series through reading: <ul style="list-style-type: none"> ○ <i>Henry and Mudge, Little Bill, Frog and Toad, Elephant and Piggie, Clifford, Fly Guy</i> ○ Show students a boxed set and discuss what makes it a series. ● Sticking with their character and creating more than one story around him/her: <ul style="list-style-type: none"> ○ “How to write series books” chart Pg. 52, Lucy Calkins, Unit 4 <ul style="list-style-type: none"> ■ Use the same pretend characters. ■ Start a new day or night for each story. ■ Have things happen in the same place. ■ Include the same friend, pet, brother, sister. ■ Write different adventures. ● Using patterns to elaborate - Pg. 115, Lucy Calkins, Unit 4. <ul style="list-style-type: none"> ○ Example: characters set out on an adventure every time, 3 details or examples when describing something, etc. ○ Listen for Patterns in books: “It loved the closet. It loved the bath. It loved Mudge.” ● Writing book one of their series to tell important details about their character: <ul style="list-style-type: none"> ○ Helps the reader understand the characters better and know what to look for in other books in the series ○ “Details that go in book one” chart Pg. 63, Lucy Calkins, Unit 4 ○ <i>Hi Fly Guy</i> by Tedd Arnold ● Revisiting mentor texts to add “sparkle” to their fiction books: <ul style="list-style-type: none"> ○ Chart - describe the setting ○ Make action exciting!
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	<ul style="list-style-type: none"> ○ Give a lot of details for new characters ○ Add special details to pictures ○ Add POP-OUT words ○ Show characters feelings in pictures ○ Repeat action in pictures and words ○ Add special details to pictures
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Unit 6/Bend 3: Becoming More Powerful at Realistic Fiction

<p><i>Writers will revise their realistic fiction stories by...</i></p>	<ul style="list-style-type: none"> ● Investigating what makes realistic fiction realistic: <ul style="list-style-type: none"> ○ Call on their own experiences to imagine the tiny, authentic details that make realistic fiction seem so real. ● Focusing on tiny realistic details to “show not tell” and help readers picture the story in their minds: <ul style="list-style-type: none"> ○ Picture in your mind and then describe some of those real details. ● Dividing their stories into chapters: <ul style="list-style-type: none"> ○ Break the story into 3 parts: Beginning, Middle (Trouble) and End (Fixing the Trouble), to make chapters. ● Using all of their superpowers -- everything they know and have learned to get better: <ul style="list-style-type: none"> ○ “Super Writing Powers of Super Series Writers” Chart Pg. 127, Lucy Calkins, Unit 4
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Unit 6/Bend 4: Celebrating Realistic Fiction!

<p><i>Writers will publish their realistic fiction series by...</i></p>	<ul style="list-style-type: none"> ● Including fabulous punctuation. <ul style="list-style-type: none"> ○ Reread writing and add exclamation or question marks. ● Adding details to illustrations to give readers extra information. ● Using the “Narrative Writer’s Checklist” to edit their work: Not Yet, Starting To, Yes! ● Introducing themselves to their readers with a “Meet the Author” page: <ul style="list-style-type: none"> ○ “Meet the Author” tells about: favorite hobbies, family, pets, where they live, where they get their ideas, what they’ve written before, what they’ll write next. ● Getting ready to publish by revising, editing, and making their work look beautiful: <ul style="list-style-type: none"> ○ Finish any stories ○ Work on covers and/or chapters ○ Work on editing: spelling, capitalization, quotations ○ Add punctuation ○ Add pictures ○ Make boxed sets
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- Work on “Meet the Author” page
- Celebrating the series they produced during this unit

Unit 6: Grammar and Mechanics

Using 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)

Writers will...

- Recognize the difference between past, present, and future tense verbs (i.e. Today, the frog jumps. Yesterday, the frog jumped. Tomorrow, the frog will jump.)
- Practice using the suffix “ed” for past tense and the suffix “ing” for present and future tense.
- Identify past, present, and future tense verbs in sentences.

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

Writers will...

- Understand how singular and plural nouns match verbs. Refer to [Video - Singular and Plural Matching Verbs](#)
- Match singular and plural nouns (i.e. jump vs. jumps) to verbs (i.e. I jump, He jumps) on a chart.
- Write sentences using singular and plural nouns with matching verbs.

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Allow for extended time.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Provide frequent breaks.

- Use sentence starters or frames when possible.
- Provide graphic organizer on narrative structure.
- Provide direct, explicit instruction on “leads” and build an anchor chart.
- Provide checklists with illustrations and examples.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to the student's 504 goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Model productive and engaging partner talk.
- Allow for extended time.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide graphic organizer on narrative structure.
- Provide direct, explicit instruction on “leads” and build an anchor chart.
- Provide checklists with illustrations and examples.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.

- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide direct, explicit instruction on “leads” build an anchor chart.
- Provide checklists with illustrations and examples.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their essay and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide graphic organizer on format and structure of an opinion/persuasive letter or essay.
- Provide checklists with illustrations and examples.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for assignment.
- Provide opportunities to use student’s notebook as an example.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for

students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.

- Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Elephant and Piggie Series by Mo Willems

Mr Monkey Series by Jeff Mack

Dogman Series by Dav Pilkey

Biscuit Series by Alyssa Satin Capucilli

Professional Resources

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Fiction: *From Scenes to Series, Grade 1 Unit 4 (2013)*.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

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Unit 7: Independent Writing Projects Across The Genres

Unit Overview

Writers will celebrate all that they have learned about writing across genres throughout the year. This unit allows students to focus upon a genre of particular interest to them. They will select the type of writing they want to study and spend time recalling everything they know about that genre. Students will think about their audience, the purpose of their message, and choose the genre that best communicates their message. Students studying the same genre can join together to form “publishing houses” to guide them in generating ideas, planning, and drafting. Students will raise the level of their writing by focusing on the qualities of good writing within their specific genre. They can use partnerships within their “publishing house” for suggestions to improve their writing. Students will also consult mentor texts to use techniques by authors and include them in their own writing. Writers will end their independent project by publishing and celebrating their work.

Enduring Understandings

Writers will:

- Work with greater understanding on projects within genres of their own choosing.
- Draw upon and apply what students have learned about a genre for their independent project(s).
- Reflect on their personal growth as writers.

Assessments

Pre-assessment	Post-assessment
Prompt: Use a prompt from a previous post-assessment as it relates to the student’s genre choice for the independent writing project (i.e. Narrative, Opinion, or Informational).	Prompt: Use a prompt from a previous post-assessment as it relates to the student’s genre choice for the independent writing project (i.e. Narrative, Opinion, or Informational).
Possible Ongoing Assessments	
<ul style="list-style-type: none">• Writing Conferences• Peer Editing• Teacher Observation• Read through writing to see if pieces are in the proper genre check for focus and appropriate length of entries• Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions• Read through celebration comments to see if students understand what good writing looks like in regards to the selected genre• Published pieces scored using the appropriate OPS Rubric for the selected genre(s).	

Standards (NJSL) Addressed in this Unit

Reading Literature

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N/A

Writing

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Speaking & Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

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

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.

- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Computer Science and Design Thinking

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.2: Create a document using a word processing application.
- 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).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Unit 7: Independent Writing Projects Across The Genres

Suggested Teaching Points

Unit 7/Bend 1: Getting Started with Writing Projects in a Range of Genres

Writers will generate ideas, plan and draft a self-selected project by...

- Getting ready for a genre writing study:
 - Read aloud selections from different genres.
- Participating in a class discussion about genres studied this year:
 - K-W-L chart
 - Think about a writing genre that interests you.
 - Guide students, as needed, in selecting a genre topic within their experience and knowledge.
- Brainstorming ways to express their genre:
 - Song books, poetry, informational book, opinion letter, book review, posters, brochure, comic books, picture books

	<ul style="list-style-type: none"> ● Forming publishing houses with students writing about the same genre for guidance/support such as: <ul style="list-style-type: none"> ○ Poetry Publishing House ○ Informational Book House ○ Book Review House ● Discussing their project with their publishing house. ● Planning their writing using a graphic organizer for their project: Narrative/Realistic Fiction, Informational, Opinion ● Regrouping to remind students about writing process and launching students into writing. ● Drafting their independent writing using resources in the classroom to help as well as their publishing house for ideas. ● Checking in with their teacher for guidance and setting goals.
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Unit 7/Bend 2: Lifting the Quality of Writing

<p><i>Writers will lift the level of their independent writing project by...</i></p>	<ul style="list-style-type: none"> ● Reviewing the characteristics of good writing across genres: <ul style="list-style-type: none"> ○ Use precise, exact words and show/highlight proof. ○ Reread to a partner to make sure the meaning is clear. ○ Show vs. Tell - see anchor charts; exemplar texts. ● Reminding first-graders to get their revising tools: <ul style="list-style-type: none"> ○ Highlighters, post-its, whiteboards and markers ● Rereading their writing to self-assess and ask: <ul style="list-style-type: none"> ○ “What else could I make of this?” ● Working in self-selected partnerships to bolster their writing: <ul style="list-style-type: none"> ○ Find a partner within your publishing house to compare your writer’s craft. ○ Use post-its to give specific feedback on a strategy used. ● Asking questions as they peer edit side-by-side: <ul style="list-style-type: none"> ○ One partner might say, “You used setting details in the lead of your story. Are there any other places where you could try the same thing?” ● Partnering across genres to give feedback using revision strategy charts and checklists as a reference: <ul style="list-style-type: none"> ○ Information Writing Checklist ○ Narrative Writing Checklist ○ Opinion Writing Checklist ● Taking risks and trying out different and new genres: <ul style="list-style-type: none"> ○ Encourage students who have recent practice in a particular genre project to mentor others.
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Unit 7/Bend 3: Using Mentor Texts as Personal Writing Teachers

<p><i>Writers will further strengthen their writing by...</i></p>	<ul style="list-style-type: none"> ● Consulting mentor texts: <ul style="list-style-type: none"> ○ Teach children to draw upon all they have learned from the authors we have read.
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	<ul style="list-style-type: none"> ○ They will spend the week reading sections of texts from their favorite authors and try a craft that appeals to them. <ul style="list-style-type: none"> ■ As you find ideas from mentor texts, you first need to notice a part you like. ○ Remind students that writers who write in specific genres, find books to support their work. <ul style="list-style-type: none"> ■ For example, if you are writing a scary story, try reading <i>There's a Nightmare in My Closet</i>. ■ If you are writing a book about talking animals, try reading a Mo Willems book. ● Writing lists of what they are noticing about a particular genre. ● Meeting in publishing houses to make charts that name characteristics of a particular genre (i.e. transitional words in opinion letters). ● Discussing key strategies for writing in a particular genre.
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Unit 7/Bend 4: Preparing for Publication

<p>Writers will get ready to publish by...</p>	<ul style="list-style-type: none"> ● Using revision strategies they have used all year/revising with independence: <ul style="list-style-type: none"> ○ Choose one piece to publish. ○ Use the shared classroom charts from your publishing house to elaborate. ○ Remind students to make sure that their writing says what they want it to say and that they can add actions to be clear. <ul style="list-style-type: none"> ■ For example, in <i>Sheila's Peppermint Stick</i>, Sheila Rae <i>stumbles</i>, the book <i>falls</i>, the stool <i>tips</i>, and the peppermint stick <i>breaks</i>. ○ Remind students to reread and think about the most important part of their work. Tell them they can stretch out this part by adding details or dialogue. To find this part ask: "Where in my story do I have the biggest feelings?" ○ Tell students they can add new beginnings and endings, too. <ul style="list-style-type: none"> ■ Study mentor texts to find examples and write a few. ● Rereading as both a reader and a writer: <ul style="list-style-type: none"> ○ Reread the entire piece and also shorter sections, too. <ul style="list-style-type: none"> ■ Ask: Is my writing clear? ○ Notice how the writing sounds and looks. <ul style="list-style-type: none"> ■ Is there spacing between words? ■ Punctuation? ■ Do the words look right? ● Acting out stories and how-to to make sure the reader can picture what's happening. ● Peer editing again with a partner using the appropriate checklist: <ul style="list-style-type: none"> ○ Narrative Writing Checklist ○ Opinion Checklist ○ Information Checklist
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	<ul style="list-style-type: none"> ● Self-editing for final changes, responding to suggestions from peers. ● Adding a dedication page, About the Author, a blurb for the back of the book, and/or covering their book if they choose. <ul style="list-style-type: none"> ○ Use mentor texts for examples. ● Celebrating with a book display/museum for students and visitors to tour. ● Reflecting on what they have learned and setting a writing goal for next year!
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Unit 7: Grammar and Mechanics

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

- Use articles (A, An, and The) correctly in sentences. Refer to: [Articles : A, An, and The](#)
- Use the demonstratives (This, That, These, and Those) correctly. Refer to: [Demonstratives](#).

Suggested Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Writing.
- Refer to student IEP goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar and punctuation.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide anchor charts for reference: narrative, information, and opinion.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Writing.
- Refer to student’s 504 goals and modifications.

- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and tell a partner or teacher.
- Allow student to use speech-to-text recording as needed.
- Edit spelling, grammar and punctuation.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide anchor charts for reference: narrative, information, and opinion.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow students to orally construct his/her writing piece and tell a partner or teacher.
- Allow students to use speech-to-text recording as needed.
- Use sentence starters or frames when possible.
- Provide anchor charts for reference: narrative, information, and opinion writing.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal..

- Use sentence starters or frames when possible.
- Provide anchor charts for reference: narrative, information, and opinion writing..
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for assignment.
- Provide opportunities to use student’s notebook as an example.
- Incorporate differentiated writing techniques based on the 1st Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make

ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

The Relatives Came by Cynthia Rylant

How a House is Built by Gail Gibbons

My Baseball Book by Gail Gibbons

The Day the Crayons Quit by Drew Daywalt

Click, Clack, Moo by Doreen Cronin

Don't Let the Pigeon Drive the Bus by Mo Willems

Duck Rabbit by Amy Krouse Rosenthal and Tom Lichtenheld

Elephant and Piggie Series by Mo Willems

Biscuit Series by Alyssa Satin Capucilli

Supplemental Resources

STEAM Integration: [UNIT 3](#) - The Road to ?

Professional Resources

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Narrative: *Small Moments: Writing with Focus, Detail, and Dialogue, Grade 1 Unit 1 (2013)*.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Information: *Nonfiction Chapter Books, Grade 1 Unit 2 (2013)*.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Opinion: *Writing Reviews, Grade 1 Unit 3 (2013)*.

Units of Study in Opinion, Information, and Narrative Writing, Grade 1 by Lucy Calkins with Colleagues from the Reading and Writing Project. Fiction: *From Scenes to Series, Grade 1 Unit 4 (2013)*.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.