

**Bi-Borough  
New Jersey Student Learning Standards  
Language Arts Curriculum**

**Writing  
Grade One**

**Revised June 2017**

**Oradell Public School  
River Edge Public Schools**

**K-2 Curriculum Contributors**

**Janet Arena  
Debra Bendett  
Susan Boucher  
Cathy Danahy  
Julia Diminich  
Kara Fenarjian  
Melissa Gant  
Jillian Jengo  
Linda Masiello  
Kelly Maver**

# **Table of Contents**

## **First Grade**

<b>Launching Writing Workshop</b>	<b>Page 2</b>
<b>Personal Narrative: Small Moments</b>	<b>Page 6</b>
<b>Informational “How To” Text</b>	<b>Page 10</b>
<b>Writing for Readers - Opinion</b>	<b>Page 14</b>
<b>Informational “All About” Books</b>	<b>Page 18</b>
<b>Poetry</b>	<b>Page 22</b>
<b>Addendum: Modifications</b>	<b>Page 25</b>

# BY THE END OF FIRST GRADE - LAUNCHING WRITING WORKSHOP

---

## NEW JERSEY STUDENT LEARNING STANDARDS

### ENGLISH LANGUAGE ARTS

- 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.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- 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).
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L.1.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

### 21<sup>st</sup> CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources

that fosters creativity and innovative thinking

**9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency

**9.1.4.E.1** Integrate digital media to enhance communication

## **TECHNOLOGY**

**8.1.2.A.1** Understand how to use digital tools for appropriate applications

**8.1.2.A.2** Understand how to use a word processing program

**8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **ENDURING UNDERSTANDINGS**

Writers have rituals that allow them to compose stories.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do writers establish routines to gather stories and write effectively?

## **ASSESSMENT**

Published piece through the writing process

Sustained independent writing (building stamina to goal= at least 20 minutes)

Exhibited routines of Writing Workshop

Teacher/student conferences

Writer's notebook entries

## **UNIT OBJECTIVES**

Students will be able to...

- Tell a story using pictures, symbols, and words.
- Use a system to file work in progress and finished pieces.
- Generate ideas for writing stories by finding the stories in their lives worth telling.
- Sequence a simplistic story so it makes sense to an audience.
- Use phonological clues to generate unknown words for more detailed story telling.

- Use syntax clues to make writing sensible to an audience.
- Share stories with a partner and offer feedback.
- View themselves as authors.
- Participate in a writing conference with teacher.
- Sustain independent writing
- Attempt revision.
- Attempt editing work based on conventions of Standard English.

## **SKILLS**

Students will be able to...

- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Generate a topic.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

## **RESOURCES**

### **Teacher texts:**

*Launching the Writing Workshop; Unit of Study Book One* by Lucy Calkins and Leah Mermelstein

*About The Authors; Teaching for our Youngest Writers* by Katie Wood Ray

### **Anchor texts:**

*\*These books are chosen because the pictures directly match the words and mirror stories our students can realistically write.*

*Frog and Toad* by Arnold Lobel

*George and Martha* by James

Marshall *Henry and Mudge* by Cynthia

Rylant *Carrot Seed* by Ruth Kraus

*Kittens First Full Moon* by Kevin Henkes

*Deep in the Forest* by Brinton Turkle

*Harold and the Purple Crayon* by Crockett Johnson

### **Supplies:**

Two pocket folders

Oradell and River Edge Public Schools

Language Arts Curriculum – Writing Grade 1

RE BOE Approved (7/26/17)

OPS BOE Approved

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper.

## **BY THE END OF FIRST GRADE - PERSONAL NARRATIVE: SMALL MOMENT STORIES**

---

### **NEW JERSEY STUDENT LEARNING STANDARDS**

#### **ENGLISH LANGUAGE ARTS**

- 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.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- 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).
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6** Produce complete sentences when appropriate to task and situation.

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

## **21<sup>st</sup> CENTURY SKILLS**

**9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

**9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency

**9.1.4.E.1** Integrate digital media to enhance communication

## **TECHNOLOGY**

**8.1.2.A.1** Understand how to use digital tools for appropriate applications

**8.1.2.A.2** Understand how to use a word processing program

**8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **ENDURING UNDERSTANDINGS**

Writers stretch out the sequence of actions across several pages to make a moment from their own lives feel important and interesting.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do writers identify a small moment and sequence it across several pages?

**SECONDARY:** How do writers stretch the moment to make it feel interesting and important?

## **ASSESSMENT**

Published 'Small Moment'  
Sustained independent writing (building stamina to goal)  
Exhibited routines of Writing Workshop  
Teacher/student conferences  
Writer's notebook entries

## UNIT OBJECTIVES

Students will be able to...

- Identify the small moments within a bigger moment.
- Plan a small moment story through sketching and oral story telling.
- Use classroom resources for independent spelling.
- Focus on the most important part of the small moment.
- Use structure words to stretch the moment in an interesting way (“show don’t tell”, internal story).
- Use a “close-in” ending that is tied to the moment.
- Begin revising and editing for meaning and ‘word wall’ words with a partner.
- Illustrate to match the text.
- Use verbs accurately to convey past, present or future.
- Use simple prepositions accurately.
- Begin to edit for capitalization and approximate ending punctuation.

## SKILLS

Students will be able to...

- Generate a topic
- Create a piece that focuses on one small moment.
- Write a story in a sequence (three or more pages).
- Stretch and write words using inventive spelling.
- Use classroom resources such as the word wall and words around the room to spell words correctly.
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

## RESOURCES

### Teacher texts:

Units of Study Book 2 Lucy Calkins

### Anchor texts:

*The Sweet Treats Series* by Kevin Henkes

*Salt Hands* by Jane Aragon

*Rollercoaster* Marla Frazee

*Shortcut* by Donald Crews

Oradell and River Edge Public Schools

Language Arts Curriculum – Writing Grade 1

RE BOE Approved (7/26/17)

OPS BOE Approved

*Knuffle Bunny* by Mo Willems  
*The Paperboy* by Dav Pilkey  
*Puddles* by Jonathan London  
*Knuffle Bunny* by Kevin Henkes

**Supplies:**

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper.

**Websites:**

<http://skillbooks.weebly.com/>

## **BY THE END OF FIRST GRADE - INFORMATIONAL “HOW TO” BOOKS**

---

### **NEW JERSEY STUDENT LEARNING STANDARDS**

#### **ENGLISH LANGUAGE ARTS**

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.7** Participate in shared research and writing projects
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- 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).
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6** Produce complete sentences when appropriate to task and situation.
- L.1.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- L.1.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- L.1.4** Determine or clarify the meaning of unknown words and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies

## **21<sup>st</sup> CENTURY SKILLS**

- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.E.1** Integrate digital media to enhance communication

## **TECHNOLOGY**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **ENDURING UNDERSTANDINGS**

Writers of informational text employ different strategies and formats than writers of narrative.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do writers write a procedural text with clarity, sequence and explicit detail?

**SECONDARY:** How do writers teach others through informational writing?

## **ASSESSMENT**

Published 'How-To'  
Sustained independent writing (building stamina to goal= at least 20 minutes)  
Exhibited routines of Writing Workshop  
Teacher/student conferences  
Writer's notebook entries

## UNIT OBJECTIVES

Students will be able to...

- Identify a skill that they could teach to a reader.
- Plan steps through sketching and oral story telling.
- Create a materials list for their story.
- Include features of how-to writing (captions, warnings, helpful tips, ending).
- Use commas to separate words in a list.
- Attempt to add 'voice' to their writing.

## SKILLS

Students will be able to...

- Create a how-to piece that includes 3 or more clear, sequenced steps and materials list.
- Rehearse their steps with a partner.
- Revise with a partner to clarify omitted or confusing parts.
- Experiment with features of procedural text.
- Create detailed illustrations that teach.
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Generate a topic.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable
- View applicable procedural digital articles and videos

## RESOURCES

### Teacher texts:

Units of Study Book 6 Lucy Calkins

### Anchor texts:

*Grilled Cheese Sandwich* by Dot Meharry

*How to Get Married and How to Be a Baby* by Sally Lloyd Jones

*How to Make a Bird Feeder* by Liyala Tuckfield

*The Scaredy Squirrel series* by Melanie Watts (excerpts)

*Ready Freddy series* by Abby Klein (excerpts)

*Max and Mo series* by Patricia Lakin (final pages)

**Supplies:**

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper.

# BY THE END OF FIRST GRADE - WRITING FOR READERS / OPINION

---

## NEW JERSEY STUDENT LEARNING STANDARDS

### ENGLISH LANGUAGE ARTS

- 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.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- 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).
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6** Produce complete sentences when appropriate to task and situation.
- L.1.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.1.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing

- L.1.4** Determine or clarify the meaning of unknown words and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies
- L.1.5** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (i.e. *because*)

## **21<sup>st</sup> CENTURY SKILLS**

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.E.1** Integrate digital media to enhance communication

## **TECHNOLOGY**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use a word processing program
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **ENDURING UNDERSTANDINGS**

Writers write with an audience and their reactions in mind.  
Writers can use text to present an opinion.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What do authors do to make writing easy to read?  
**SECONDARY:** How do writers edit their own writing?

## **ASSESSMENT**

Published Opinion piece  
Sustained independent writing  
Exhibited routines of Writing Workshop

Oradell and River Edge Public Schools  
Language Arts Curriculum – Writing Grade 1  
RE BOE Approved (7/26/17)  
OPS BOE Approved

Teacher/student conferences  
Writer's notebook entries

## **UNIT OBJECTIVES**

Students will be able to...

- identify different punctuation marks, fonts, and word size as readers to help them as writers.
- distinguish between easy to read writing and hard to read writing.
- isolate and record sounds to construct words that others can read.
- use spaces between words when they don't hear any more sounds in a word.
- use word wall and the room to spell words accurately.
- revise with a partner and independently for omitted or confusing parts.
- use carats to add words to make writing clearer.
- experiment with capitalization.
- read their own writing.
- revise and edit with a partner.
- reference either a chart or checklist for editing.

## **SKILLS**

Students will be able to...

- include punctuation in their stories to convey meaning.
- separate their "easy" to read and "hard" to read pieces.
- stretch or clap words and write letters to represent all the sounds they hear.
- use spaces between words.
- use classroom resources to write sounds and sight words (chunk charts, dictionaries, word walls).
- reread their own writing to fill in missing words.
- give to and accept constructive criticism from a partner.
- research a topic to acquire expertise
- work in teams to gather information about a topic
- view digital articles and videos
- use digital tools to do research, create documents, and create slide shows
- demonstrate proper care of technology equipment
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Generate a topic.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

## **RESOURCES**

Texts: Units of Study Book 3 Lucy Calkins

### **Anchor texts:**

*Piggy and Elephant Series* by Mo Willems

*The Hungry Giant* by Joy Cowley

*Shortcut* by Donald Crews

*Click, Clack, Moo* by Doreen Cronin

*Suddenly!* by Colin McNaughton

### **Supplies:**

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper.

### **Websites:**

[http://www.internet4classrooms.com/skill\\_builders/capitalization\\_punctuation\\_language\\_arts\\_first\\_1st\\_grade](http://www.internet4classrooms.com/skill_builders/capitalization_punctuation_language_arts_first_1st_grade).

## **BY THE END OF FIRST GRADE - INFORMATIONAL “ALL ABOUT” TEXT**

---

### **NEW JERSEY STUDENT LEARNING STANDARDS**

#### **ENGLISH LANGUAGE ARTS**

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.7** Participate in shared research and writing projects
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- 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).
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6** Produce complete sentences when appropriate to task and situation.

- L.1.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.1.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.
- L.1.4** Determine or clarify the meaning of unknown words and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.
- L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

## **21<sup>st</sup> CENTURY SKILLS**

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.E.1** Integrate digital media to enhance communication

## **TECHNOLOGY**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **ENDURING UNDERSTANDINGS**

Writers choose topics that they are experts on and organize their writing to teach readers about their topic.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do writers teach readers 'all about' a topic?

**SECONDARY:** What features of informational writing do writers use to organize their text?

## **ASSESSMENT**

Published 'All-About'  
Sustained independent writing  
Exhibited routines of Writing Workshop  
Teacher/student conferences  
Writer's notebook entries

## **UNIT OBJECTIVES**

Students will be able to...

- Identify and explain purposes of the main features of informational/nonfiction text (headings, table of contents, index, diagrams, glossary).
- Write chapters that focus on different areas of the subject.
- Check each chapter for clarity and reread for relevance.
- Create a table of contents to organize an All About text into chapters.
- Include facts that teach in their writing.
- Use vocabulary specific to their topic in their writing.
- Experiment with researching from books on their topics.
- Create label diagrams.
- Try including different formats into their All About book (how-to page, different kinds of pages).
- Be resourceful word solvers who use spelling strategies.
- 

## **SKILLS**

Students will be able to...

- Identify the purpose of specific features of nonfiction/informational text.
- Organize their story into focused chapters using a table of contents.
- Write a story that teaches all about a topic using facts and vocabulary relevant to the topic.
- Label diagrams.
- Use classroom resources to write sounds and sight words (chunk charts, dictionaries, word walls).
- Revise for organization and clarity.
- Research a topic to acquire expertise
- Work in teams to gather information about a topic

- View appropriate digital articles and videos
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable
- Use digital tools to do research, create documents, and create slide shows
- Demonstrate proper care of technology equipment

## **RESOURCES**

Texts: Units of Study Book 6 Lucy Calkins

### **Anchor texts:**

*Piggy and Elephant Series* by Mo Willems

*The Hungry Giant* by Joy Cowley

*Shortcut* by Donald Crews

*Click, Clack, Moo* by Doreen Cronin

### **Supplies:**

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, colored pencils

### **Websites:**

[http://www.internet4classrooms.com/skill\\_builders/capitalization\\_punctuation\\_language\\_arts\\_first\\_1st\\_grade.htm](http://www.internet4classrooms.com/skill_builders/capitalization_punctuation_language_arts_first_1st_grade.htm)

## BY THE END OF FIRST GRADE - POETRY

---

### NEW JERSEY STUDENT LEARNING STANDARDS

#### ENGLISH LANGUAGE ARTS

- W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.7** Participate in shared research and writing projects
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- 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).
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L.1.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.1.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings

## **21<sup>st</sup> CENTURY SKILLS**

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.E.1** Integrate digital media to enhance communication

## **TECHNOLOGY**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **ENDURING UNDERSTANDINGS**

Poets see things with fresh eyes and deliberately craft their language to create special effects.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do writers use their “poets’ eyes” to see things differently?  
**SECONDARY:** How do poets use language and craft to create special effects in their poetry?

## **ASSESSMENTS**

Variety of published poems  
Implementation of poetic craft  
Teacher/student conferences  
Writer’s notebook entries

## **UNIT OBJECTIVES**

Students will be able to...

- Identify poetry as a genre.

Oradell and River Edge Public Schools  
Language Arts Curriculum – Writing Grade 1  
RE BOE Approved (7/26/17)  
OPS BOE Approved

- Create a poem that uses the structure of poetry (not using story structure, eliminating unnecessary words).
- Create a poem that uses poetic language (sensory details, comparisons).
- Create a poem that uses poetry effects (line breaks, structure).

## **SKILLS**

Students will be able to...

- Identify and write poems with different poetry structures (list poem, shape poem).
- Use line breaks.
- Include descriptive language to create a visual image.
- Eliminate extraneous words to create rhythm and structure in their poetry.
- Demonstrate proper care of technology equipment
- Use the supplies of the classroom during Writing Workshop.
- Generate a topic to create a poem about
- Follow routines and procedures of Writing Workshop.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable

## **RESOURCES**

### **Teacher texts:**

*Wondrous Words* by Katie Wood Ray

*Awakening the Heart* by Georgia Heard

*Climb Inside a Poem* by Lester Laminack and Georgia Heard (teacher and student resource pack)

### **Mentor texts:**

*In the Land of Words* by Eloise Greenfield

*Honey I Love* by Eloise Greenfield

*Dirty Laundry Pile* by Paul B. Janeczko

*Splish Splash* by Joan Bransfield Graham

Anthologies by Jack Prelutsky, Shel Silverstein and Judith Viorst

### **Supplies:**

List poem paper

Anchor charts (i.e. sensory details, observations, etc.)

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper.

Oradell and River Edge Public Schools

Language Arts Curriculum – Writing Grade 1

RE BOE Approved (7/26/17)

OPS BOE Approved

## Differentiation

**Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

## MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

[http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)



## **Gifted and Talented** (*content, process, product and learning environment*)

### **N.J.A.C. 6A:8--3.1 Curriculum and instruction**

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

### ***Sample Differentiation Strategies and Techniques***

#### **Learning Agendas/Contracts**

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

**Self-Directed Learning** Specific ongoing activities in which students work independently

**Curriculum Compacting** Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

**RAFT Assignments** RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

**Flexible Grouping** Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

**Jigsaw Activities** Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

**Graphic Organizers/Extension Menus** Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

### **Students at Risk of School Failure**

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

## **English Language Learners**

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

### **Instructional Supports:**

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

### **Preparing students for the lesson:**

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

### **Presenting the Lesson:**

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to

increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

**Students with Disabilities** (*appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

**Student Motivation** Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

**Instructional Presentations** The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

**Instructional Monitoring** Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

**Classroom Organization** The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer

and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

**Student Response** The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.