

1 WR WRITING GRADE 1

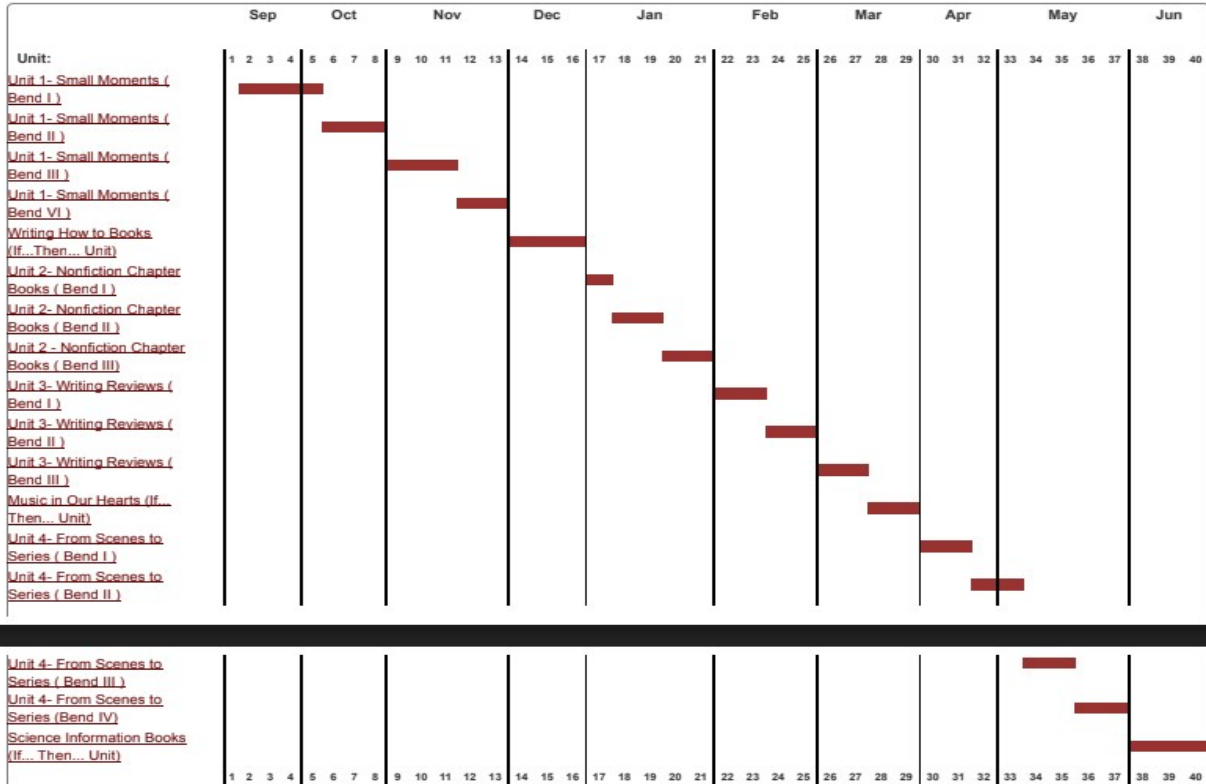


Parsippany-Troy Hills School District
1WR Writing Grade 1 (BA)



Elementary Schools > Grade 1 > English Language Arts > 1WR Writing Grade 1 (BA)

Collaboration



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Unit Planner: Unit 1- Small Moments (Bend I) 1WR Writing Grade 1

Thursday, October 26, 2017, 2:36PM

Elementary Schools > 2017-2018 > Grade 1 > English Language Arts > 1WR Writing Grade 1 > Week 2 - Week 5
Last Updated: Thursday, September 14, 2017 by Lisa Vallacchi
Ciccione, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to:

- Recall personal events to write stories
- Plan and organize writing
- Use pictures to enhance writing
- Apply strategies to write unfamiliar words
- Revise writing by rereading

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Reading: Foundational Skills

Print Concepts

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).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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. f. Read words with inflectional endings.

Fluency

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

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **NJ: Grade 2 Writing**

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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Essential Questions

How can I effectively communicate a story through writing?

Enduring Understanding

How do I use punctuation to help my reader understand my writing?
What strategies will I use to help me spell and write?

Writing is an important way to communicate an idea/story.

Suggested Activities

Session 1: Unit 1 Book (pp 2-10) Teaching

Point(s):

- Writers use personal experiences to write stories.
- Writers plan and write their stories across pages.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce concept of small moments by referencing mentor texts such as *Night of the Veggie Monster* by George McClements
- Use think aloud strategy to model developing ideas for small moments
- Model how to plan writing across pages
- Students share ideas with classmates

* See pages 7-10 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- How to Write a Story

Session 2: Unit 1 Book (pp 11-20) Teaching

Point:

- Writers plan by their writing using the process touch and tell, sketch then write.

Suggested Activities (Teaching & Active Engagement in book):

- Model the planning strategy touch and tell, sketch then write
- Develop a class story and elicit students to aid in the planning process - Model how to plan writing across pages

* See pages 16-20 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- How to Write a Story

Session 3: Unit 1 Book (pp 21-29) Teaching

Point(s):

- Writers review finished work to add more.
- Writers ask themselves the questions, "Who? Where? When? What? How? To enhance their writing.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept, "When you're done, you've just begun"
- Model revising writing by asking questions "Who? Where? When? What? How? while reviewing teacher's writing from Sessions 1 and 2 - Students practice revising a class story

* See pages 25-29 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- How to Write a Story

Session 4: Unit 1 Book (pp 30-39) Teaching

Point(s):

- Writers use strategies to write unfamiliar words.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the strategy: say it, slide it, hear it, write it
- Use sample writing to model the strategy to write new words
- Students practice the spelling strategy by writing words on dry erase boards

* See pages 35-39 for Link, Mid-Workshop, and Share

Additional Teaching Point(s) in Share

- Writers can use snap words to write
- Writers can listen for little words inside larger words

Resources:

* See Getting Ready Box of each session.

Anchor Charts: -Ways
to Spell Words

Session 5: Unit 1 Book (pp 40-46) Teaching

Point(s):

- Writers write with a focus.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce concept of a general watermelon topic and tiny seed story by referencing mentor texts such as *Night of the Veggie Monster* by George McClements
- Use a classroom experience to demonstrate the difference between watermelon topics and seed stories
- Provide students with examples and allow them to find tiny seed stories inside watermelon topics

* See pages 43-46 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Session 6: Unit 1 Book (pp 47-55) Teaching

Point(s):

- Writing partners can help one another with their writing.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce writing partnerships
- Model how partnerships share their writing and ask one another questions to encourage elaboration
- Students share their writing with partners

* See pages 52-55 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Charts:

- How to Write a Story - Storytelling with a Partner

Session 7: Unit 1 Book (pp 56-66) Teaching Point(s): - Writers reread their writing to make sure their writing is clear and makes sense.

Suggested Activities (Teaching & Active Engagement in book):

- Allow student volunteers to read aloud their writing
- Discuss how rereading their own writing is like their work in readers workshop (using picture clues, tracking print etc.)
- Students reread finished booklets to check for any mistakes

* See pages 59-66 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills NJ:

2014 SLS: 21st Century Life and Careers

NJ: All Grades

Career Ready Practices

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

Unit Planner: Unit 1- Small
Moments (Bend II)
1WR Writing Grade 1

Thursday, October 26, 2017, 2:38PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: [Saturday, July 15, 2017](#)
Language Arts > 1WR Writing Grade 1 > Week 6 - Week 8 by Danielle Ciccone
Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to: (for the entire bend)

- Plan and organize writing
- Apply strategies to write unfamiliar words
- Use pictures and words to communication characters' thoughts, feelings and actions

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Reading: Foundational Skills

Print Concepts

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).

Phonics and Word Recognition

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. f. Read words with inflectional endings. **Writing**

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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 and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

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L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJ: Grade 2 Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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Essential Questions

How can I bring characters to life?

How do I use punctuation to help my reader understand my writing?

What strategies will I use to help me spell and write?

Enduring

Understanding

1. Writing is an important way to communicate an idea/story.

Suggested Activities

Session 8: Unit 1 Book (pp 68 -77) Teaching

Point(s):

- Writers bring characters to life by making characters move and speak.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of “unfreezing” characters

- Use an underdeveloped teacher created story, identifying parts where characters aren’t moving or speaking

- Model bringing the characters to life by retelling the story and using details to write more -

Partners share ideas on how to improve the teacher created story

* See pages 73-77 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Ways to Bring Stories to Life

Session 9: Unit 1 Book (pp 78 -87) Teaching

Point(s):

- Writers bring their stories to life by telling stories in small steps.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of telling a story “bit by bit” by referring to the song “The Itsy Bitsy Spider”
- Demonstrate how authors tell stories in small steps by referencing mentor texts such as *Night of the Veggie Monster* by George McClements
- Students retell a classroom event to their partner, using details to reinforce the concept of small steps

* See pages 83-87 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Ways to Bring Stories to Life

Session 10: Unit 1 Book (pp 88 - 96) Teaching

Point(s):

- Writers bring their stories to life by making characters think and feel.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of character feelings by referring to a sample writing piece that includes feelings - Identify parts of the sample writing that names and shows what the character is thinking and how the character is feeling
- Return to a class story and model how to add thoughts and feelings
- Students practice thinking about the class story, visualizing their own thoughts and feelings - Partners share how they could incorporate thoughts and feelings into the class story

* See pages 92-96 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Ways to Bring Stories to Life

Session 11: Unit 1 Book (pp 97 - 99) Teaching

Point(s):

- Writers bring their stories to life by acting out events.

Suggested Activities (Teaching & Active Engagement in book):

- Provide students with examples of exemplar writing pieces
- Model acting out a story using gestures and voice to evoke drama, stop at certain portions and model how to add more to detail into the story
- Partners act out their own writing pieces, marking parts which could use the addition of dialogue or action

* See pages 98-99 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Ways to Bring Stories to Life

Session 12: Unit 1 Book (pp 100 - 108) Teaching

Point(s):

- Writers use words they know to spell more challenging words.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of using words you know to spell other words by referring to a student's writing that demonstrates use of the classroom word wall
- Select another writing piece to model how writer's think before they write a word. Writers think; "Does this word sound like another word I know?", "Does it sound like a word on our word wall?"
- Provide students with more challenging words, guiding them to use words they already know to write the new word

* See pages 103-108 for Link, Mid-Workshop, and Share

Additional Teaching Point(s) in Mid-Workshop

- Writers can write words part by part

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Ways to Bring Stories to Life
- Ways to Spell Words

Session 13: Unit 1 Book (pp 109 - 114) Teaching

Point(s):

- Writers use punctuation and capital letters to help their readers.

Suggested Activities (Teaching & Active Engagement in book):

- Model reading a writing piece in need of punctuation, use a monotonous voice without pausing or inflection
- Display the same unedited piece and read aloud for students and partners to discuss
- Model how to edit writing by including periods, exclamation marks, capital letters and commas
- Model correct and incorrect placement of punctuation
- Partners work together to revise their writing to include punctuation and capital letters

* See pages 112-114 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Checklist:

- Narrative Writing Checklist

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher Observation
- Small group work
- Anecdotal notes
- Running records

Resources

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*Additional resources available on the following website:
<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

Unit Planner: Unit 1- Small Moments (Bend III) 1WR Writing Grade 1

Thursday, October 26, 2017, 2:37PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: Saturday, July 15, 2017
Language Arts > 1WR Writing Grade 1 > Week 9 - Week 11 by Danielle Ciccone Ciccone,
Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to: (for the entire bend)

- Plan and organize writing
- Apply strategies to write unfamiliar words

- Use pictures and words to communication characters' thoughts, feelings and actions
- Use mentor texts to model writing

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Reading: Foundational Skills Print Concepts**

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).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

b. Decode regularly spelled one-syllable words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

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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 and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

SL.1.1a. 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.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
 SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

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L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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Essential Questions

How can I use craft moves to enhance my writing?

Enduring

Understanding

Writing is an important way to communicate an idea/story.

Suggested Activities

Session 14: Unit 1 Book (pp 116 -123) Teaching

Point(s):

- Writers study other author's craft moves to enhance their own writing.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the value of using mentor authors to enhance their writing
- Demonstrate how authors use craft moves by referencing mentor texts such as *Night of the Veggie*

Monster by George McClements

- Teacher rereads mentor texts, guiding students to find and record specific craft moves - Partners discuss the reasoning for using craft moves

* See pages 120-123 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Learning Craft Moves from a Mentor Author

Session 15: Unit 1 Book (pp 124 -131) Teaching

Point(s):

- Writers emulate mentor authors by writing exact actions.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of writing exact actions to help readers visualize the story
- Demonstrate how authors use exact actions by referencing mentor texts such as *Night of the Veggie*

Monster by George McClements

- Model planning a class story by recalling the exact actions, demonstrating the need to make changes throughout the planning process to ensure that exact actions are included
- Students recount events of the class story and generate ideas to fill additional pages

* See pages 128-131 for Link, Mid-Workshop, and Share

Additional Teaching Point(s) in Share

- Writers can use ellipses to enhance their writing

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Learning Craft Moves from a Mentor Author

Session 16: Unit 1 Book (pp 132 -138) Teaching

Point(s):

- Writers emulate different mentor authors by studying their craft moves.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the importance of other craft moves such as sound effects, print in the illustrations and patterns to the language
- Students reread familiar texts to study other mentor authors
- Partners discuss mentor texts, identifying craft moves and their value within the text
- Students revisit finished pieces and make revisions
- Students begin a new piece with the intent to use new craft moves

* See pages 141-142 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Learning Craft Moves from a Mentor Author

Session 17: Unit 1 Book (pp 139 -142) Teaching

Point(s):

- Writers emulate mentor authors by including pop out words in their writing.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of using pop out words to emphasize key parts
- Demonstrate how authors use pop out words by referencing mentor texts such as *Night of the Veggie Monster* by George McClements
- Revisit a class story and think aloud which parts of the story the reader should read with a strong voice
- Model placing pop out words in appropriate locations and reread to check placement
- Students revisit a finished piece from their folders and reread to see if pop out words can be included

* See pages 135-138 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Learning Craft Moves from a Mentor Author

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

**Unit Planner: Unit 1- Small Moments (Bend VI)
1WR Writing Grade 1**

Thursday, October 26, 2017, 2:39PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: [Saturday, July 15, 2017](#)

Language Arts > 1WR Writing Grade 1 > Week 12 - Week 13 by Danielle Ciccone

Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to: (for the entire bend)

- Revise and edit their writing
- Use a checklist to publish writing

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Reading: Foundational Skills Print Concepts**

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).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

SL.1.1a. 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.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can

follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing. L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

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Essential Questions

How can I edit and revise my writing?

Enduring

Understanding

Writing is an important way to communicate an idea/story.

Suggested Activities

Session 18: Unit 1 Book (pp 144 -150) Teaching

Point(s):

- Writers select a piece to publish and revise it.

Suggested Activities (Teaching & Active Engagement in book):

- Model how to select a writing piece to publish
- Model how to reread the selected piece and demonstrate adding how to add revisions
- Refer to anchor charts to check that the piece makes sense and includes craft moves - Students select a piece to publish and begin revising

- Partners share revised pieces and provide feedback to one another

* See pages 148-150 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Ways to Bring Stories to Life
- Learning Craft Moves from a Mentor Author

Session 19: Unit 1 Book (pp 151 -157) Teaching

Point(s):

- Writers use a checklist to edit their writing

Suggested Activities (Teaching & Active Engagement in book):

- Select a sample writing piece to model the editing process
- Model throughout reviewing each page within the piece referring to every portion of the checklist
- Elicit help from students to find and correct errors
- Students use an editing checklist to prepare their writing for publishing
- Partners share edited pieces and provide feedback to one another

* See pages 154-157 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Checklist:

- My Editing Checklist

Session 20: Unit 1 Book (pp 158 -164) Teaching

Point(s):

- Writers develop a title, detailed pictures and a cover for their published piece **Suggested**

Activities (Teaching & Active Engagement in book):

- Display mentor texts and recruit students to note observations about the cover
- Discuss how the author determined what was included on the cover
- Model developing a title, detailed pictures and cover for a class story or sample writing piece
- Students review their published piece and develop a cover including words and pictures

* See pages 161-164 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Session 21: Unit 1 Book (pp 165 -170) Teaching

Point(s):

- Writers celebrate their publishing writing

Suggested Activities (Teaching & Active Engagement in book):

- Display published writing in the classroom library
- Display published writing on a classroom bulletin board
- Students participate in author's circles and share their published pieces
- Students share their published piece and what they are most proud of as a writer **Resources:**

* See Getting Ready Box of each session.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

Unit Planner: Writing How to Books (If...Then... Unit) 1WR Writing Grade 1

Thursday, October 26, 2017, 2:39PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: Thursday, September 14,
Language Arts > 1WR Writing Grade 1 > Week 14 - Week 16 2017 by Lisa Vallacchi
Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to...

- learn the structure of a how-to book.
- review exemplar books and write to produce procedural text.
- write how-to books with easy to follow direction and clear mechanics when writing.
- Revise writing and produce elaborate text to be published.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Writing

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Language
Conventions of Standard English
NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.1.2b. Use end punctuation for sentences.
 L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
 L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). **NJ: Grade 2**
Writing
NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
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<p>Essential Questions Enduring Understanding How can I teach my reader how-to do something? Procedural writing is my readers? important when teaching How can I elaborate on my teachings? readers how-to do something.</p>	<p>How can I clearly teach</p>
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Suggested Activities
Bend I (pgs 33-36)
Teaching Point(s):
 - Writers use writing to teach others. - Writers can teach all about a topic or how to do something.

Suggested Activities:
 - Introduce the how-to genre and tell students they are experts.
 - Brainstorm topics that students might be able to teach each other focusing on things children love to do and their audience.
 - Guide students focusing on procedure of daily activities with a tour of the classroom. - Rehearse procedures with explicit sequence.

Bend II (pgs. 36-38)
Teaching Point(s):
 - Writers clearly identify steps to teach how to do something. - Writers consider their audience and purpose when writing a teaching book.

Suggested Activities:
 - Discuss and consider audience and purpose for their books.
 - Model with demonstration text or student examples how to revise confusing parts to make steps clear.
 - Partner read texts aloud to discover missing steps and make revisions.

- Demonstrate 'voice' in text to show an authoritative voice so readers understand how to do something.

- Model revision of mechanics. Review punctuation and show how it can help readers grasp important steps.

Bend III (pgs. 38-39) Teaching

Point(s):

- Writers use feedback to revise how-to texts.
- Writers elaborate by using speech bubbles. - Writers share published writing.

Suggested Activities:

- Use small-group instruction and conferences to scaffold instruction.
- Highlight demonstration texts to showcase features they want to use in their writing.
- Introduce and model complex punctuation to help the reader better understand the process they are explaining.

* See pages 39-40 for Celebrate Students' How-To Books!

Resources:

* See Getting Ready on page 31 for mentor texts and other student materials.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

Resources

*Additional resources available on the following website:
<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills NJ:
2014 SLS: 21st Century

Life and Careers
NJ: All Grades
Career Ready Practices
Career Ready Practices
CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

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Unit Planner: Unit 2- Nonfiction Chapter Books (Bend I) 1WR Writing Grade 1

Thursday, October 26, 2017, 2:41PM

Elementary Schools > 2017-2018 > Grade 1 > English Language Arts > 1WR Writing Grade 1 > Week 17
Last Updated: [Wednesday, September 20, 2017](#) by Lisa Vallacchi
Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to...

- teach topics by organizing information and using a teaching voice.
- plan writing across fingers, sketching, and then writing.
- enhance writing answering questions, and using illustrations and words.
- spell domain-specific words.
- self-assess writing by adding and subtracting more details. - edit writing for language conventions.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.1.2. Identify the main topic and retell key details of a text.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills

Print Concepts

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).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **Phonics and Word Recognition**

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. f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Writing

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a. Print all upper- and lowercase letters.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **NJ: Grade 2 Writing**

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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Essential Questions

How can I teach my reader about a topic?
What kind of writing structure can best teach my readers?
What common elements are found in informational texts?
How can I use my craft and language conventions to enhance my writing?

Enduring Understanding

Writing to teach information chapter books will develop lifelong writers and readers of informational texts.

Suggested Activities

Session 1: Unit 2 (pgs. 2-11)

Teaching Point(s):

- Writers become teachers when writing a teaching book. - Writers teach all about the topic by using a teaching voice their fingers to organize information.

Suggested Activities:

- Introduce the unit with available mentor texts such as *Bugs, Bugs, Bugs* by Jennifer Dussling, *My Football Book* by Gail Gibbons, *Star Wars: R2-D2 and Friends* by Simon Beecroft, *The Story of Chocolate* by Caryn Jenner, and *Invaders from Outer Space* by Phillip Brooks for students and *Sharks!* by Anne Schreiber, *Animal Families* by DK Publishing, *Spaceships* by Scholastic, and *Trucks* by Wil Mara.

- Use role-play to model teaching all about a topic.
- Model how to plan writing across fingers
- Students think of a topic they can teach and then teach it to their partner.
- Students use a teaching voice and one finger at a time to distinguish each point.

* See pages 7-11 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 2.

Session 2: Unit 2 (pgs. 12-20) Teaching Point(s): - Writers plan their teaching book across their fingers and then sketch something on each page.

Suggested Activities:

- Point out that planning for teaching books resembles planning for narratives.
- Model planning using, 'How to Write A Teaching Book!'
- Students think of a topic for informational writing and plan with their partner.

* See pages 17-20 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 2.

Anchor Chart:

- How to Write A Teaching Book

Session 3: Unit 2 (pgs. 21-28) Teaching

Point(s):

- Writers picture their readers. - Writers teach by answering questions their readers might ask.

Suggested Activities:

- Use 'thinking aloud' model to demonstrate planning ways to answer readers' questions.
- List ways to teach our readers more about our topic using 'How Can I Teach My Readers?' chart. - Students work with partner to role-play and generate questions about the information.

* See pages 25-28 for Link, Mid-Workshop, and Share **Mid-Workshop**

Teaching: (pg. 26) - Elaborating by writing in twin sentences. Anchor Chart: How Can I Teach My Readers?

Resources:

* See Getting Ready Box on page 21.

Anchor Chart: - How Can I
Teach My Readers?

Session 4: Unit 2 (pgs. 29-36) Inquiry

Lesson Point(s):

- Writers will explore illustrations in teaching books.
- Writers will research techniques to enhance teaching books and use them in their writing such as diagrams, labels and arrows.

Guided Inquiry:

- Investigate and coach using the mentor text, *Sharks!*

- Converse with whole class about one picture at a time focusing on *what* author did and *why* the author did it that way. - Students will then assess and add to their illustrations in their teaching books.

Resources:

* See Getting Ready Box on page 29.

Anchor Chart: - How Can I Teach
My Readers?

Session 5: Unit 2 (pgs. 37-45) Teaching

Point(s):

- Writers write using complex multisyllabic words to teach about topics. - Informational writers use domain-specific vocabulary when writing to teach.

Suggested Activities:

- Gather students and encourage the use of using precise, rich vocabulary in writing to teach about a topic.
- Model and demonstrate spelling using syllable by syllable.
- Using white boards, students can work in pairs to spell precise words an expert would use syllable by syllable.

* See pages 41-45 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 37.

Anchor Chart:

- Ways to Spell Words (from *Small Moments* units)
- How Can I Teach My Readers

Session 6: Unit 2 (pgs. 46-51) Teaching

Point(s):

- Writers rely on readers to help make revisions in informational writing. - Writers of teaching books add more detail and subtract details that aren't needed.

Suggested Activities:

- Gather class to be readers, deciding if there is a part that needs to be revised.
- Discuss places where more information is needed or where irrelevant information doesn't belong.
- Students work with their partner to be readers that make revisions.
- * See pages 48-51 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box on page 46.

Session 7: Unit 2 (pgs. 52-59) Inquiry

Lesson Point(s):

- Writers self-assess and evaluate their writing using checklists. - Writers set personal goals to become better writers.

Guided Inquiry: - Gather students and guide them to investigate questions that make them think about their writing in a self-reflective way.

- Develop ways to compliment writing as well as set goals for improvement.
- Scaffold students using Post-Its to self-evaluate. Read the checklist and coach students to locate and cite evidence of meeting the goals.
- Coach students to set goals for themselves.
- * See pages 56-59 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box on page 52.

Session 8: Unit 2 (pgs. 60-62)

Teaching Point(s): -

- Writers edit their books.
- Writers hear all the sounds in words and write with capital letters to improve their writing. - Writers reread their books and fix things to get it ready to publish.

Suggested Activities:

- Chose a writing piece for the students to watch you work on.
- Decide on specific strategies students need as a whole and embed tips in teaching.
- Work in small groups using observations to coach students on editing.
- * See pages 61-62 for Conferring and Small-Group Work, Mid-Workshop, and Share

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- On Demand Writing
- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

<p>Resources</p> <p>*See Getting Ready box on 1st page of each session</p> <p>*Additional resources available on the following website: http://www.heinemann.com/myOnlineResources/Default.aspx</p>	<p>21st Century Skills NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades Career Ready Practices Career Ready Practices CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>
<p>Teacher Notes</p>	

Unit Planner: Unit 2- Nonfiction
Chapter Books (Bend II)
1WR Writing Grade 1

Thursday, October 26, 2017, 2:42PM

Elementary Schools > 2017Language Arts > 1WR Writing Grade 1 > Week 18 -2018 > Grade 1 > English -

Week Last Updated: by Beth DiBello [Wednesday, August 2, 2017](#)

19

Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

<p>Proficiency / Objectives</p> <p>Writers will be able to...</p> <ul style="list-style-type: none"> - include table of contents in teaching books. - plan using strategies to write longer chapters. - use the 'compare to teach' strategy to teach others. - include how-to, persuasive, and story writing in their teaching books. - revise writing by rereading like a reader.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.1.2. Identify the main topic and retell key details of a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Fluency

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**

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

NJ: Grade 2

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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Essential Questions

How can I organize my writing into topics and subtopics?

What strategies can I use to plan writing a chapter?

How can I elaborate by adding more information?

What kinds of writing will I write in a chapter?

Enduring Understanding

Writing informational texts that are long, more complex and organized into a hierarchy of information can teach a reader more.

Suggested Activities Session 9: Unit 2 (pgs. 64-71) Inquiry Lesson

Point(s): - What do authors do in their writing that can help us write longer chapter books?

Guided Inquiry:

- Investigate the mentor text, *Sharks!* looking at the title page and table of contents and begin planning for a teaching chapter book.
- Using similar texts, students can investigate similarities in the table of contents, headings and subheadings and discuss them in small groups. * See pages 68-71 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 64.

Session 10: Unit 2 (pgs. 72-77) Teaching

Point(s):

- Writers plan individual chapters in teaching books across their fingers and then sketch something on each page. - Writers monitor themselves and set goals to make their writing better.

Suggested Activities:

- Demonstrate how to plan writing a chapter across each finger.
- Students think of a second chapter they can plan and work with their partner to practice planning.

* See pages 77-77 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 72.

Session 11: Unit 2 (pgs. 78-83) Teaching Point(s): -

Writers use introductions and conclusions in their writing.

Suggested Activities:

- Gather students and teach a quick review mini-lesson on writing with detail.
- Show an example of an author using comparison to help readers picture detail and set up writers to try the strategy.
- Partners turn and talk to practice using the strategy 'compare to teach'. * See pages 81-83 for Link, Mid-Workshop, and Share.

Share: (pg. 83)

- Adding details to writing to help readers get the point. The more examples writers give the more readers learn.

Anchor Chart: How Can I Teach My Readers?

Resources:

* See Getting Ready Box on page 83.

Anchor Chart:

How Can I Teach My Readers?

Session 12: Unit 2 (pgs. 84-90) Teaching

Point(s):

- Writers build on what they know to teach readers.
- Writers reflect on the kinds of writing they are using in chapters and follow the rules for that type of writing.

Suggested Activities:

- Using a shared book, demonstrate how to think about the kinds of text the chapter might have.
- Focus question will be, "What kind of text am I about to make?".
- Debrief to transfer learning to the books they are writing.

* See pages 87-90 for Link, Mid-Workshop, and Share

Share: (pg 90)

- Celebrate accomplishments and encourage students to self-assess using the Information Writing Checklist.

Resources:

* See Getting Ready Box on page 84.

Session 13: Unit 2 (pgs. 91-93) Teaching Point(s): - Writers can think about their writing as a whole and write introductions and conclusions.

Suggested Activities:

- Think about and discuss the beginning and end of things such as the school day, summer, and books they've read.
- Use the mentor text, *Sharks*, to point out how that author started the book.
- Study other mentor texts and gather ideas for how to write the very start of their own books.

* See pages 93 for Conferring and Small-Group Work, Mid-Workshop, and Share.

Session 14: Unit 2 (pgs. 94-101) Teaching

Point(s):

- Non-fiction writers can edit their writing, making it clear for their audience. - Writers get their books ready to publish by rereading and edit punctuation and confusing parts.

Suggested Activities:

- Think about and review editing work they've done in Small Moments Unit.
- Demonstrate rereading a page from a student book and pause at confusing parts or misspelled words.
- Revise writing referencing anchor charts to support editing.
- Students practice with partner and debrief, connecting this strategy to previously taught rules.

* See pages 98-101 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 94.

Evaluation / Assessment Evaluation/Assessment Formative: Other: Teacher Observation - Teacher Observations	
- Small Group Work - Anecdotal Notes - Running Records	
Resources *See Getting Ready box on 1st page of each session *Additional resources available on the following website: http://www.heinemann.com/myOnlineResources/Default.aspx	21st Century Skills
Teacher Notes	

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Unit Planner: Unit 2 - Nonfiction
Chapter Books (Bend III)
1WR Writing Grade 1

Thursday, October 26, 2017, 2:43PM

Elementary Schools > 2017Language Arts > 1WR Writing Grade 1 > Week 20 -2018 > Grade 1 > English -
Week Last Updated: by Beth DiBello [Wednesday, August 2, 2017](#)

21

Cicccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives Writers will be able to... <ul style="list-style-type: none"> - plan new chapter books. - research topics to add more information to books. - enhance writing with a variety of ending punctuation, bold words, and speech bubbles. - edit writing for language conventions.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills

Print Concepts

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).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

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Essential Questions

- How can I write the best teaching book?
- What can I do in my writing to teach more about a topic?
- How can I publish a book with meaning?

Enduring Understanding

Writers use all they know about writing teaching books to write new chapter books.

Suggested Activities

Session 15: Unit 2 (pgs. 104-111) Teaching Point(s): - Writers study all their tools to plan to write teaching books.

Suggested Activities:

- Demonstrate and model using a tool to plan a new chapter book.
- Encourage students to choose a tool they can apply in their books.

- Share ideas with their partner and debrief highlighting the transferable work writers did.
- * See pages 107-111 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box on page 104.

Anchor Chart:

- How to Write A Teaching Book - How Can I Teach My Readers

Session 16: Unit 2 (pgs. 112-118) Teaching

Point(s):

- Writers of informational books use images and photos to teach more about topics.
- Writers research topics for specific details to write more about their topics.

Suggested Activities:

- Share photographs that support demonstration text and talk long about the photograph.
- Demonstrate how to transfer information to text to elaborate on the topic using specific details. - Partners can describe their pictures in detail and share. * See pages 115-118 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box on page 112.

Anchor Chart:

- How Can I Teach My Readers

Session 17: Unit 2 (pgs. 119-126) Teaching

Point(s):

- Writers of informational books use voice to teach their readers. - Writers edit and vary punctuation to write meaningful books.

Suggested Activities:

- Demonstrate thinking intentionally about end punctuation and model editing using a demonstration text. - Partners try it and share.
- * See pages 123-126 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box on page 119.

Session 18: Unit 2 (pgs. 127-132) Teaching

Point(s):

- Writers of informational books can transfer learning from one genera to another.
- Writers rely on all the craft moves they've learned to write teaching books. - Informational books include pop-out words and speech bubbles to teach the reader.

Suggested Activities:

- Revisit craft moves from *Small Moments* Unit using George McClements mentor text.
- Demonstrate how to use pop-out words and speech bubbles in demonstration text.
- Partners can work together on carpet practicing and sharing.
- * See pages 130-132 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 127.

Anchor Chart:

- How Can I Teach My Readers

Session 19: Unit 2 (pgs. 133-137) Teaching

Point(s):

- Writers reread and edit their writing getting it ready to publish. - Informational writers use editing checklists before publishing their books.

Suggested Activities:

- Review checklists from previous unit using strips of paper with checklist items on it.
- Demonstrate how to self-edit mistakes using demonstrations text, highlighting anticipated mistakes the students will make.
- Model careful reading and editing one thing at a time on the checklist. Then start from the beginning. - Partners work together on one checklist item at a time and edit their book on the carpet.

* See pages 135-137 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 133.

Anchor Chart:

- Ways to Spell Words

Session 20: Unit 2 (pgs. 138-147) Teaching

Point(s):

- Writers celebrate their publishing writing

Suggested Activities:

- Set up classroom to appear like a museum with exhibits.
- Students participate in presenting their published pieces as experts.
- Students share their published piece in "professional"-looking clothing. **Resources:**

* Letter to Teachers on pgs. 138-139

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- On Demand Writing
- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

Unit Planner: Unit 3- Writing
Reviews (Bend I)
1WR Writing Grade 1

Thursday, October 26, 2017, 2:43PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: [Wednesday, September](#)
Language Arts > 1WR Writing Grade 1 > Week 22 - Week 23 [20, 2017](#) by Lisa Vallacchi
Ciccione, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to:

- State and support their opinions
- Provide counterarguments and quote experts
- Apply strategies to write unfamiliar words
- Use checklists to revise

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

Reading: Foundational Skills Phonological

Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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. f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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**

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

SL.1.1a. 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.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that). **NJ: Grade 2**

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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Essential Questions

How do authors effectively share their opinions through writing?

Enduring Understanding

Writing is an important way to communicate opinions.

Suggested Activities

Session 1: Unit 3 Book (pp 2 -10) Teaching

Point(s):

- Writers judge a personal collection and try to convince others of their opinions.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce concept of opinion writing by displaying a personal collection
- Use think aloud strategy to model judging a collection
- Students engage in role-playing activities, practicing being the judge of collections and providing reasons
- Students judge their own collections determining their “Best in Show”

* See pages 7-10 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart: -
To Judge Fairly

Session 2: Unit 3 Book (pp 11 -19) Teaching Point(s): - Writers provide several reasons and supporting details when writing opinions.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce elaborating opinions by providing reasons
- Retell an argument or state an opinion without reason, discuss the importance of providing reasons
- Provide students with ways to say more about their reason by using phrases such as “I think this is best because...” or “For example...”
- Partners or small groups work together to develop reasons to support an opinion
- Students engage in role-playing activities, practicing being the judge of collections and providing reasons

* See pages 16-19 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart: -
Convince Your Reader!

Session 3: Unit 3 Book (pp 20 -28) Teaching Point(s): - Writers look to other writers and their techniques to enhance their own writing.

Suggested Activities (Teaching & Active Engagement in book):

- Recall prior writing experience discuss ways that writing went well
 - Display a sample writing piece and use the Opinion Writing Checklist to find attributes of effective writing
 - Partners read and compare their own pieces against the sample writing and checklist
- * See pages 24-28 for Link, Mid-Workshop, and Share

Additional Teaching Point(s) in Mid-Workshop - Writers can skate across the word to write new words.

Resources:

- * See Getting Ready Box of each session.

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Checklist:

- Opinion Writing Checklist Anchor Chart:
- Ways to Spell Words

Session 4: Unit 3 Book (pp 29 -35) Teaching Point(s): - Writers anticipate disagreements and back up their opinions with reasons.

Suggested Activities (Teaching & Active Engagement in book):

- Display an undesirable book cover, purposely setting the tone for disagreement
- Explain that our opinions may not be the same as other's and writers need to provide counterarguments- Students look at their peers collections and think about if they hold the same or different opinions on their "Best in Show" choice
- Model how to include counterarguments into a sample writing

* See pages 31-35 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart: -

Convince Your Reader!

Session 5: Unit 3 Book (pp 36 -39) Teaching Point(s): - Writers can judge their collection in different ways.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of a "booby prize" and how judges can rank items in a collection in different ways - Model taking a sample collection and finding the item that is the least interesting and providing reasons to support that judgement
- Class creates a do's and don't's list for providing appropriate reasons for the "booby prize" winner - Students review their own collection, select one to receive the "booby prize" and provide reasons

* See pages 38-39 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Session 6: Unit 3 Book (pp 40 -46) Teaching Point(s):

- Writers can include other's opinions in their writing. - Writers can quote experts to enhance their writing.

Suggested Activities (Teaching & Active Engagement in book):

- Recount a personal experience where someone shared your opinion and provided you with even more reasons to support your opinion
- Model taking quotes from others and inserting it into a sample writing piece
- Partners share their opinions to help generate ideas for enhancing a teacher created story
- Students review their own writing and make a plan to include additional information from someone who shares their viewpoint

* See pages 43-46 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Session 7: Unit 3 Book (pp 47 -54)

Teaching Point(s): - Writers use checklists to edit and revise.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the importance of reviewing one's work before publishing
- Students identify tools within their classrooms that can be used to aid in reviewing their work (classroom word wall, checklists, anchor charts etc.)
- Model using a checklist and/or anchor chart to edit and revise a sample writing piece - Partners review each other's writing and provide feedback and suggestions on editing and revising

* See pages 50-54 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box of each session. Anchor Charts:
 - To Judge Fairly
 - Convince Your Reader! - Ways to Spell Words Checklist:
 - Opinion Writing Checklist

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

**21st Century Skills NJ:
2014 SLS: 21st Century
Life and Careers**

	<p>NJ: All Grades Career Ready Practices Career Ready Practices CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
	<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>
<p>Teacher Notes</p>	

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**Unit Planner: Unit 3- Writing
Reviews (Bend II)
1WR Writing Grade 1**

Thursday, October 26, 2017, 2:44PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: [Wednesday, August 2](#), Language Arts > 1WR Writing Grade 1 > Week 24 - Week 25 [2017](#) by Beth DiBello Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

<p>Proficiency / Objectives Writers will be able to: (for the entire bend) - State and support their opinions - Apply strategies to write unfamiliar words - Use introductions and conclusions in their writing - Use checklists to revise</p>

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

**Reading: Literature Craft
and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading: Informational Text

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.1.2. Identify the main topic and retell key details of a text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. **Reading: Foundational Skills Print Concepts**

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).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

SL.1.1a. 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.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). **NJ: Grade 2**

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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Essential Questions

How do authors write a persuasive review?

Enduring

Understanding

Writing is an important way to communicate opinions.

Suggested Activities

Session 8: Unit 3 Book (pp 56 -65) Teaching

Point(s):

- Writers share their opinions to persuade others.
- Writers turn to mentor writers for inspiration.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the idea of persuasion when writing an opinion piece
- Provide copies of mentor reviews for students to read and mark techniques they admire - Guide students to identify persuasive tactics (using comparisons, providing ratings, making recommendations, etc.)

* See pages 62-65 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart: -

Convince Your Reader!

Session 9: Unit 3 Book (pp 66 -74) Teaching

Point(s):

- Writers can use a persuasive voice, offering important information to the reader.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the idea of persuasive voice by making a connection to commercial advertisements and how they speak directly to the listener
- Model writing a draft review purposely excluding a persuasive voice and providing little information to the reader, - Demonstrate the process of returning to the draft, rereading it, and thinking how it could include more information (What?, Where?, When?) and have a more persuasive voice
- Students read their own reviews and share with partners how they can provide more information

* See pages 71-74 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Important Information

Session 10: Unit 3 Book (pp 75 -81)

Teaching Point(s):

- Writers make comparisons to persuade readers.

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of incorporating comparisons into reviews
 - Display a teacher written review from a previous session that lacks comparisons
 - Model rereading the review and think aloud about how comparisons could be inserted
 - Students read their own reviews and share with partners what comparisons they could insert
- * See pages 78-81 for Link, Mid-Workshop, and Share

Resources:

- * See Getting Ready Box of each session.

Session 11: Unit 3 Book (pp 82 -82)

Teaching Point(s):

- Writers use introductions to grab their readers' attention.

Suggested Activities (Teaching & Active Engagement in book):

- Display a teacher created chart that lists steps for writing introductions (See page 85 for example)
 - Use a sample review from a previous session to model the process for inserting introductions
 - Partners plan and discuss introduction options for the sample review
 - Teacher models writing an introduction using student suggestions
- * See pages 87-90 for Link, Mid-Workshop, and Share

Additional Teaching Point in Share - Writers use strong closings to remind readers of the writer's opinion.

Resources: * See Getting Ready Box of each session.

Anchor Chart:

- Say Hello with a Catchy Introduction! - Don't Forget to Say Goodbye!

Session 12: Unit 3 Book (pp 91 -99) Teaching

Point(s):

- Writing partners use a checklist to provide feedback to each other.

Suggested Activities (Teaching & Active Engagement in book):

- Display checklist "How Did I Make My Writing Easy to Read"
- Model using the checklist to edit the first page of a sample writing piece that includes purposely placed errors, elicit student volunteers to help finding errors
- Partners work together, using the same checklist to finish editing the teacher sample
- Partners read one another's review, using the checklist and mark editing suggestions on Post-it notes

- * See pages 96-99 for Link, Mid-Workshop, and Share

Resources: * See Getting Ready Box of each session.

Checklist: - How Did I Make My Writing Easy to Read?

Session 13: Unit 3 Book (pp 100 -104) Teaching

Point(s):

- Writers publish anthologies of pieces that go together, thinking about what kind of reader would need to read the review

Suggested Activities (Teaching & Active Engagement in book):

- Introduce the concept of an anthology
- Return to a sample review from this bend and model thinking aloud about who would benefit from reading this review and what other types of reviews would be a part of that anthology
- Generate a class list of the different topics of their reviews, to be used for anthology group placement - Anthology groups meet based on the topics and develop a title for the group's anthology
- Students develop a cover for their anthologies
- Anthology groups share of their writing with the class * See pages 102-104 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*See Getting Ready box on 1st page of each session

21st Century Skills

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

Teacher Notes

**Unit Planner: Unit 3- Writing Reviews (Bend III)
1WR Writing Grade 1**

Thursday, October 26, 2017, 5:52PM

Proficiency / Objectives

Writers will be able to: (for the entire bend)
- State and support their opinions of books -
Apply strategies to write unfamiliar words
- Use conjunctions and punctuation appropriately -
Use checklists to revise

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading: Informational Text

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

Reading: Foundational Skills

Fluency

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

Text Types and Purposes

NJLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Speaking and Listening

Comprehension and Collaboration

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L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

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L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). **NJ: Grade 2**

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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Essential Questions

How do authors write a persuasive book review?

Enduring

Understanding

Writing is an important way to communicate opinions.

Suggested Activities

Session 14: Unit 3 Book (pp 106 -113) Teaching

Point(s):

- Writers write book reviews to recommend titles and authors others should read.

Suggested Activities (Teaching & Active Engagement in book):

- Model planning and writing a book review, using a familiar read-aloud book

- Display the Opinion Writing Checklist and Anchor Charts to remind students of ways authors convince their writers

- Students use their independent reading books to plan a review

* See pages 110-113 for Link, Mid-Workshop, and Share

Additional Teaching Point(s) in Share - Writers can use book comparisons to help persuade others.

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- Convince Your Reader!

Checklist

- Opinion Writing Checklist

Session 15: Unit 3 Book (pp 114 -123) Teaching

Point(s):

- Writers provide a sneak peak of a book, writing a summary that does not include too many details.

Suggested Activities (Teaching & Active Engagement in book):

- Use a teacher created book review with two different introductions, one that spoils the ending by including too many details and the other that provides important information but sparks curiosity - Discuss the importance of using the appropriate amount of detail and information in a book review - Partners plan and share different introductions for their book review

* See pages 110-113 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Anchor Chart: - Give a Sneak Peak!

Session 16: Unit 3 Book (pp 123 -131) Teaching**Point(s):**

- Writers check their writing to make sure they have used punctuation, conjunctions correctly.

Suggested Activities (Teaching & Active Engagement in book):

- Provide students with a list of possible errors in sentence writing (sentences without punctuation, short sentences without detail, and confusing sentences)

- Display a sample book review that contains multiple sentence structure errors

- Model rereading the sample review, identifying errors and discussing ways to revise - Students help revise the sample review referring back to the provided list for guidance

* See pages 127-132 for Link, Mid-Workshop, and Share

Additional Teaching Point(s) in Share

- Writers tell their opinions by sharing an oral book review

Resources:

* See Getting Ready Box of each session.

Anchor Chart:

- How to Give a Convincing Review (Share)

Session 17: Unit 3 Book (pp 138 -141) Teaching**Point(s):**

- Writers use checklists to edit and revise a book review.

Suggested Activities (Teaching & Active Engagement in book):

- Display the Opinion Writing Checklist

- Model using the checklist to revise a teacher created book review, stopping and spending extra time on the ending portion of the checklist

- Partners plan and share about writing an ending for their book review

* See pages 127-141 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box of each session.

Checklist:

- Opinion Writing Checklist

Session 18: Unit 3 Book (pp 142 -145) Teaching**Point(s):**

- Writers practice reading and performing their book reviews.

Suggested Activities (Teaching & Active Engagement in book):

- Display published writing in the classroom library

- Display published writing on a classroom bulletin board

- Students participate in author's circles and share their published pieces - Students share their published piece with other students or family members

Resources:

* See Getting Ready Box of each session.

Checklist:

- Opinion Writing Checklist

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

Unit Planner: Music in Our Hearts (If... Then... Unit) 1WR Writing Grade 1

Thursday, October 26, 2017, 5:54PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: Monday, September 11,
Language Arts > 1WR Writing Grade 1 > Week 28 - Week 29 2017 by Beth DiBello
Ciccione, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to...

- read poems and songs and notice structural characteristics.
- Discuss the author's intentions when writing poems and songs.
- Study rhythm and voice of songs to write.
- Write songs using familiar tunes and rhymes.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

Reading: Foundational Skills

Fluency

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.

Writing

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. 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).

L.1.1f. Use frequently occurring adjectives.

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.
 L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Vocabulary Acquisition and Use
NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 L.1.4b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
 L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).
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<p>Essential Questions How can I write meaningful songs and poems?</p>	<p>Enduring Understanding Poems and songs are effective ways to express feelings.</p>
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Suggested Activities
Bend I (pgs. 19-22) Teaching
Point(s):
 - Writers write using craft moves as a strategy. - Writers study song and poetry for inspiration.

Suggested Activities:
 - Introduce the genre by copying songs and poems on chart paper to recite as a class as shared texts.
 - Point out and discuss craft moves, such as line breaks, verses, punctuation, and repetition, as a class.
 - Brainstorm reasons for craft moves and emotions they make the reader feel.
 - Guide students immersing them in the study of song and poetry with center work. Centers could include, but are not limited to:

1. - listening to popular songs.
2. - sing-a-longs.
3. - instrument center.
4. - rhyming or clapping.
5. - write about what you hear.
6. - look with fresh eyes at objects and write about them.

* See page 17-19 for Getting Ready, Additional Texts and Publish.

Bend II (pgs. 22-24) Teaching
Point(s):
 - Writers use rhythm to help write songs.
 - Writers use familiar songs to write their own tunes. - Writers can write songs that teach and write with a purpose.

Suggested Activities:

- Using work created in previous center work, demonstrate how to reread writing to see if it can be sung.
- Review the tune of a familiar song and create new words for it as a class.
- Craft a song that teaches and has a purpose to the tune of a familiar song.

- Use objects to inspire a new song.
- Use observations and senses to help inspire and write songs while focusing on stamina.
- * See page 17-19 for Getting Ready, Additional Texts and Publish.

Bend III: If/Then Book (pp 24 -25)

Teaching Point(s):

- Writers create songs and poems about topics that are important to them.
- Writers use different strategies to show feeling in their writing.
- Writing partners help one another to revise. **Suggested Activities:**
- Guide students to generate topics that are important to them
- Invite children to bring in something he or she cherishes to inspire
- Model different strategies for incorporating feelings in their writing (ie using dialogue and speaking directly to the reader)
- Partners work together to revise songs and poems

Bend III: If/Then Book (pp 26-29) Teaching

Point(s):

- Writers use strategies for listening, reading, complimenting and questioning songs and poems -
- Writers revise songs and poems by elaborating - Writers publish their songs and poems **Suggested**

Activities:

- Model active listening characteristics (eye contact, listening, tracking print)
- Model how partners help one another revise songs and poems (providing compliments and suggestions for revisions)
- Students practice using different voices to read their songs and poems to their partner
- Demonstrate elaboration by adding verses and using different word choices
- Model publishing steps that include revising word choice, letters and punctuation
- Students share their songs and poems with peers
- Students publish their songs and poems using audio/visual devices

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*Additional resources available on the following website:
<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

Unit Planner: Unit 4- From Scenes to Series (Bend I) 1WR Writing Grade 1

Thursday, October 26, 2017, 5:55PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: Wednesday, September 20,
Language Arts > 1WR Writing Grade 1 > Week 30 - Week 31 2017 by Lisa Vallacchi
Ciccione, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to...

- study the genera of realistic fiction and write realistic fiction stories.
- invent characters and include action, dialog, and feelings for characters.
- create and publish a series, writing about one favorite character.
- reread and set goals using checklists.
- revise and edit writing using writing checklists and editing checklists.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

Reading: Foundational Skills Phonological

Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Writing

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that). **NJ: Grade 2**

Reading: Literature

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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<p>Essential Questions</p> <ul style="list-style-type: none"> - How can I invent characters and <i>Small Moment</i> adventures? - How can I work independently and keep going in my writing? - What techniques can I include in my adventure to write a satisfying ending? - What tools can I use to make my writing better? 	<p>Enduring Understanding</p> <p>Writing adventures using characters tells a realistic fiction story.</p>
<p>Suggested Activities</p> <p>Session 1: Unit 4 (pgs. 2-10)</p> <p>Teaching Point(s):</p> <ul style="list-style-type: none"> - Writers of realistic fiction use pretend play in their writing. - Realistic fiction writers invent characters to write stories about. <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Demonstrate inventing a character and come up with a Small Moments adventure for the character. - Reenact and model using drama to tell one moment. - Invite partners to plan and rehearse their story. * See pages 7-10 for Link, Mid-Workshop, and Share <p>Resources:</p> <p>* See Getting Ready Box on page 2.</p> <p>Anchor Chart:</p> <ul style="list-style-type: none"> - How to Write A Realistic Fiction Book <p>Session 2: Unit 4 (pgs. 11-20) Teaching Point(s):</p> <ul style="list-style-type: none"> - Writers self-monitor their writing as they go. - Writers work independently on the work they need to do next. <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Act out being an independent writer, encouraging students to whisper what to do next. - Students practice whispering 'what comes next' to give themselves assignments to keep writing. <p>* See pages 15-20 for Link, Mid-Workshop, and Share</p> <p>Resources:</p> <p>* See Getting Ready Box on page 11.</p> <p>Anchor Chart:</p> <ul style="list-style-type: none"> - How to Write A Realistic Fiction Book <p>Session 3: Unit 4 (pgs. 21-29) Teaching Point(s):</p> <ul style="list-style-type: none"> - Writers of realistic fiction write elaborate endings for their stories. - Writers include action, dialog and feeling in their stories. <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Show students a story without an ending. Give students choices about what could happen to the character to end the story. - Demonstrate ways to bring stories to life. - Students practice creating other endings for the story and retell with their partner. <p>* See pages 26-29 for Link, Mid-Workshop, and Share</p>	

Resources:

* See Getting Ready Box on page 21.

Anchor Chart: - Ways to Bring
Stories to Life!

Session 4: Unit 4 (pgs. 30-37) Teaching**Point(s):**

- Writers use challenging words in their stories. - Writers edit spelling as they write their stories.

Suggested Activities:

- Create a list of Sparkle Words and display on a chart.
- Demonstrate using spelling strategies learned to write these fancy words.
- * See pages 34-37 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 30. Anchor Chart: - Ways to

Spell

Session 5: Unit 4 (pgs. 38-45) Inquiry Lesson Point(s): -

Writers use checklists to improve their writing and set goals.

Guided Inquiry: - Gather students and guide them to investigate questions that make them think about their writing in a self-reflective way.

- Develop ways to complement writing as well as set goals for improvement.
- Scaffold students using Post-Its to self-evaluate. Read the checklist and coach students to locate and cite evidence of meeting the goals.
- Coach students to set goals for themselves.
- * See pages 42-45 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 38.

Evaluation / Assessment**Assessment/Evaluation****Formative: Other: Teacher Observation**

- On Demand Writing
- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills NJ:
2014 SLS: 21st Century
Life and Careers

	<p>NJ: All Grades Career Ready Practices Career Ready Practices CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems</p>
	<p>and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>
<p>Teacher Notes</p>	

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Unit Planner: Unit 4- From Scenes to Series (Bend II) 1WR Writing Grade 1

Thursday, October 26, 2017, 5:57PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: [Monday, September 11,](#)
Language Arts > 1WR Writing Grade 1 > Week 32 - Week 33 [2017](#) by Kelly Hemenway
Ciccione, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to...

- Investigate realistic fiction.
- Recall personal experiences to write with authenticity.
- Create and publish elaborate realistic fiction chapter books.
- Reread and set goals using checklists.
- Revise and edit writing using writing checklists and editing checklists.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details **Craft and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

Reading: Foundational Skills

Print Concepts

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). **Fluency**

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

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can

follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

NJ: Grade 2 Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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Essential Questions

- How do realistic fiction writers bring stories to life?
- What does the reader want to know?
- What do authors do to elaborate on their characters?
- How can I stretch my writing?

Enduring

Understanding Writing adventures using characters tells a realistic fiction story.

Suggested Activities

Session 6: Unit 4 (pgs. 48-58)

Teaching Point(s):

- Writers of realistic fiction write series about one character. - Realistic fiction writers invent characters modeled around themselves.

Suggested Activities:

- Review a favorite series and discuss the story's character.
- Discuss the work a realistic fiction writer does to come up with small moments for a character and record on a chart.
- Invite partners to plan and rehearse their story. * See pages 53-58 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 48.

Anchor Chart:

- How to Write Series Books
- Ways to Bring Stories to Life
- How to Write a Realistic Fiction Book

Session 7: Unit 4 (pgs. 59-68)

Teaching Point(s):

- Writers of realistic fiction write a Book One to their series. - Writer include elaborate details about their character in their Book One.

Suggested Activities:

- Recall mentor texts that have a Book One that introduces the character to the reader.
- Demonstrate investigating what an author does in the first book of a series.
- Make observations and inquire about what an author does and create a list of steps.
- Debrief and summarize, inviting partners to plan and introduce their character.

* See pages 65-68 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 59.

Session 8: Unit 4 (pgs. 69-72) Teaching Point(s): - Writers of realistic fiction develop the dialogue between character.

Suggested Activities:

- Share conversations from the morning with partners or the class.
 - Demonstrate dramatic moments or events from the day.
 - Role-play what characters might say to one another.
 - Reference work done with craft moves from George McClements.
- * See pages 71-72 for Conferring and Small-Group Work, Mid-Workshop, and Share

Resources: * *Dear Teachers* on page 69.

Session 9: Unit 4 (pgs. 73-81) Teaching Point(s):

- Writers of realistic fiction revise their books. - Realistic fiction writers transfer techniques used by other authors in their books.

Suggested Activities:

- Demonstrate how writers revisit favorite parts of mentor texts and identify something they can add to their story.
- Review a favorite series book and name what the author puts in to make the book sparkle.
- Discuss the work a realistic fiction writer does and make revisions using techniques from other series authors.

* See pages 78-81 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 73.

Anchor Chart:

- Our Favorite Authors

Session 10: Unit 4 (pgs. 82-86) Teaching

Point(s):

- Writers of realistic fiction revise and edit their writing using checklists. - Realistic fiction writers celebrate their first series.

Suggested Activities:

- Recall favorite boxed sets and model them on book shelves.
- Discuss how to create a boxed set and model using cereal boxes.
- Demonstrate how to fix up writing by referring to checklists to improve editing and revision work.

* See pages 84-86 for Conferring and Small-Group Work, Mid-Workshop, and Share

Resources:

* *Dear Teachers* on page 82.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- On Demand Writing
- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills

Teacher Notes

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Unit Planner: Unit 4- From Scenes to Series (Bend III) 1WR Writing Grade 1

Thursday, October 26, 2017, 5:57PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: [Tuesday, August 22, 2017](#)

Language Arts > 1WR Writing Grade 1 > Week 34 - Week 35 by Beth DiBello

Cicccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Objectives:

Writers will be able to...

- Investigate realistic fiction.
- Write a beginning, middle and end.
- Elaborate realistic fiction chapter books using patterns
- Reread and set goals using checklists.
- Revise and edit writing using writing checklists and editing checklists.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details **Craft and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Writing

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). **NJ: Grade 2**

Reading: Literature

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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Essential Questions

- How do realistic fiction writers bring stories to life?
- What do authors do to elaborate?
- How can I stretch my writing?

Enduring

Understanding Writing adventures using characters tells a realistic fiction story.

Suggested Activities

Session 11: Unit 4 (pgs. 88-95) Teaching

Point(s):

- Writers of realistic fiction use personal experiences to write. - Realistic fiction writers use authentic details.

Suggested Activities:

- Review a mentor text and begin a min-inquiry on what makes realistic fiction feel real.
- Discuss the work authors have done in mentor texts.
- Invite partners to discuss and revise their story. * See pages 92-95 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 88.

Anchor Chart:

- How to Write Series Books

- Ways to Bring Stories to Life
- How to Write a Realistic Fiction Book

- Our Favorite Series Authors

Session 12: Unit 4 (pgs. 96-104) Teaching

Point(s):

- Writers of realistic fiction picture their writing in their minds. - Realistic fiction writers add realistic details to help show readers a picture in their mind.

Suggested Activities:

- Establish a new character for demonstration text and demonstrate how to show a reader the picture in your mind.

- Recall details from mentor text and demonstrate how to add and revise writing.

- Invite class to coauthor a new shared character and story. Focus on teaching points and summarize before sending students off to write.

* See pages 101-104 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 96.

Session 13: Unit 4 (pgs. 105-114) Teaching

Point(s):

- Writers of realistic fiction divide stories into chapters.

- Realistic fiction writers write a beginning, middle, and end for their stories

Suggested Activities:

- Demonstrate what is happening in your demonstrate text and rehearse chapters.

- Discuss how writers give titles to chapters based on what's happening.

- Invite students to use shared class story to practice the new structure.

- Model and share new chapter titles.

* See pages 110-114 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 105.

Session 14: Unit 4 (pgs. 115-123) Teaching

Point(s): - Writers of realistic fiction use patterns to elaborate.

Suggested Activities:

- Using a mentor text, point out the patterns the writer used.

- Model patterns using three details at a time.

- Invite partners to create patterns to add in their stories. * See pages 119-123 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 115.

Session 15: Unit 4 (pgs. 124-130) Inquiry

Lesson Point(s):

- Writers use all they know and have learned to write independently.

- Writers self-assess and evaluate their writing using checklists. - Writers set personal goals to become better writers.

Guided Inquiry:

- Gather students and guide them to investigate questions, "What super writing powers do I have, as a super series writer?"

- Guide students to use all their resources to find their superpowers.

- Create a list of all the superpowers to support independence.

- Coach students to set goals for themselves.

* See pages 127-130 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 124

Evaluation / Assessment**Evaluation/Assessment****Formative: Other: Teacher Observation**

- On Demand Writing
- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

Resources

Resources

*See Getting Ready box on 1st page of each session

*Additional resources available on the following website:

<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills**Teacher Notes**

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Unit Planner: Unit 4- From
Scenes to Series (Bend IV)
1WR Writing Grade 1

Thursday, October 26, 2017, 5:58PM

Elementary Schools > 2017-2018 > Grade 1 > English Last Updated: Wednesday, September 13,
Language Arts > 1WR Writing Grade 1 > Week 36 - Week 37 2017 by Beth DiBello
Ciccione, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Writers will be able to...

- Elaborate and enhance writing using punctuation.
- Evaluate and set goals using checklists.
- Revise and edit writing using writing checklists and editing checklists.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining

technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. **Reading: Foundational Skills Print Concepts**

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). **Fluency**

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

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2b. Use end punctuation for sentences.

NJ: Grade 2

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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Essential Questions

- How can I use punctuation to enhance my story?
- How do writers tell important information in stories?
- How can I improve my realistic fiction book?

Enduring

Understanding Writing adventures using characters tells a realistic fiction story.

Suggested Activities

Session 16: Unit 4 (pgs. 132-140) Teaching

Point(s):

- Writers of realistic fiction use punctuation to guide the reader's voice and emotions. - Realistic fiction writers revise their stories.

Suggested Activities:

- Review a mentor text and punctuation included in the text.
- Model how to add punctuation to a part of the story and invite students to a punctuation party!
- Invite partners to discuss and revise their story while revising with Post-Its.

* See pages 137-140 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 132.

Session 17: Unit 4 (pgs. 141-148) Teaching

Point(s):

- Writers of realistic fiction study how authors use pictures to tell extra information. - Realistic fiction writers add details to illustrations.

Suggested Activities:

- Review a mentor text and illustrations that have detail.
- Investigate the illustrations and give as much information as possible.
- Model how writers might convey information to tell more information.
- Debrief the strategies and create an investigation chart. - Invite partners to discuss and revise their story.

* See pages 145-148 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 141.

Anchor Chart:

- Our Favorite Series Authors

Session 18: Unit 4 (pgs. 149-154) Teaching

Point(s):

- Writers of realistic fiction introduce themselves to the reader. - Realistic fiction writers add a “meet the author” page for their series before publishing.

Suggested Activities:

- Review information included on a “meet the author” page and list it on a chart.
- Demonstrate what a “meet the author” page might sound like and create one as a class.
- Model how to write a “meet the author” page with one of the demonstration texts.
- Invite partners to discuss and revise their story.

* See pages 152-154 for Link, Mid-Workshop, and Share

Resources:

* See Getting Ready Box on page 149.

Session 19: Unit 4 (pgs. 155-156) Teaching Point(s): - Writers revise and edit their writing to get ready for final celebrations.

Suggested Activities:

- Create a Are You Ready to Celebrate chart.
- Plan out loud so students are reminded and focused for the editing process.
- Use partner work and resources to plan writing for the day to keep focus on publishing.

* See page 156 for Conferring and Small- Group Work, Mid-Workshop, and Share

Resources:

* Letter to Teachers on pgs. 155

Session 20: Unit 4 (pgs. 157-163)

Teaching Point(s): - Writers celebrate their published writing.

Suggested Activities:

- Invite kindergarteners, parents, and/or second grade teachers for a class visit to showcase writing.
- Set up in the library with special places for a “Meet the Author” showcase.
- Students participate in presenting their published pieces as experts.
- Students share their published piece in "professional"-looking clothing. **Resources:**

* Letter to Teachers on pgs. 157-158

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- On Demand Writing
- Student/Teacher Conferences
- Teacher Observation
- Small Group Work
- Anecdotal Notes
- Running Records

<p>Resources</p> <p>Resources</p> <p>*See Getting Ready box on 1st page of each session</p> <p>*Additional resources available on the following website:</p> <p>http://www.heinemann.com/myOnlineResources/Default.aspx</p>	<p>21st Century Skills</p>
<p>Teacher Notes</p>	

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Unit Planner: Science
Information Books (If... Then...
Unit)
1WR Writing Grade 1

Thursday, October 26, 2017, 5:58PM

Elementary Schools > 2017Language Arts > 1WR Writing Grade 1 > Week 38 -2018 > Grade 1 > English -
Week Last Updated: Danielle Ciccone [Saturday, August 26, 2017](#) by

40

Ciccone, Danielle; DiBello, Beth; Hemenway, Kelly; Snellings, Tara

<p>Proficiency / Objectives</p> <p>Writers will be able to: (for the entire unit)</p> <ul style="list-style-type: none"> - Record scientific information in different formats. - Participate in shared and individual research using a variety of sources. - Compare and contrast data to enhance writing.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 1

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.1.2. Identify the main topic and retell key details of a text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Writing

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

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Essential Questions

How can I write like a scientist, using writing to gather information, record observations, and teach my readers?
How do scientists compile their research to publish informational books?

Enduring Understanding

Writing is an important way to record and share scientific observations and information.

Suggested Activities

This If/Then unit's focus is to expose students to scientific informative writing. Students should participate in authentic scientific experiences through experiments and/or research to support their writing. Teachers can use their discretion regarding the content and method in which students are exposed to science topics. Teachers can adjust conducting whole group, small group and individual experiments and research as needed. Teachers can integrate science experiments into writing workshop time for this bend, however, the focus and time spent on this unit should be made on the writing process. Sample experiments within the text are for reference and not required.

Bend I: If/Then Book (pp 46-48) Teaching

Point(s):

- Writers record information from science experiments using words and sketches
 - Writers participate in shared research and writing projects - Writers recall information from experiences to gather information
- Suggested Activities:**
- Introduce writing like a scientist by use mentor informational texts
 - identify key factors when conducting research and making observations
 - Focus on a single scientific topic/experiment to research/experiment as a class - Model using words and sketches to record observations and data

Bend II: If/Then Book (pp 48-51)

Teaching Point(s):

- Writers record information from science experiments using words and sketches
 - Writers participate in independent research and writing projects
 - Writers write "how-to" pieces
 - Writers use a variety of sources to gather information
- Suggested Activities:**
- Generate a list of topics/experiments which can be conducted individually
 - Students select a topic/experiment of choice
 - Model writing "how to" pieces based on student's experiments

Bend II: If/Then Book (pp 51-53)

Teaching Point(s):

- Writers publish their information books
 - Writers include compare-and-contrast pages, and/or before-and-after pages to enhance their books
- Suggested Activities:**
- Introduce the concept of a publishing a scientific book, a collection of informative writing
 - Model collecting various pieces of similar topics to create an anthology, determine what kind of reader would benefit from the information gathered
 - Model creating addition book pages using comparisons and before-and-after pages
 - Partners and small groups compare and contrast their informative pieces
 - Small groups collaborate to create an anthology on a joint topic
 - Students revise and edit pieces for publishing - Students teach others by using their published books

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

Resources

*Additional resources available on the following website:
<http://www.heinemann.com/myOnlineResources/Default.aspx>

21st Century Skills**Teacher Notes**

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