

**MENDHAM TOWNSHIP SCHOOLS
WRITING CURRICULUM
GRADE 1**

Curriculum Committee:

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive writing instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around essential components of writing such as a central idea; organization; supporting material; expression, word choice, and point of view; and spelling, grammar, and punctuation. Elements of each component are found at each grade level. Writing is the ability to communicate effectively through written language. In society today, the majority of communication is done through written language in the form of email, text messages, and the Internet. Students learn to communicate through writing using a variety of methods - whole group, small group, and individualized instruction. Each grade level utilizes a whole group approach for introducing and modeling an objective/skill which is then practiced using a mentor writing piece. Small group and individualization takes place when students apply the objective/skill to their own writing piece. Through each genre of writing, the students are empowered to effectively communicate their ideas in order to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of writing language to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

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

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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 1 Unit 1: Small Moments

Stage 1: Desired Results

Bend 1: Writing Small Moment stories with independence

Goal: Planning, Prewriting, Writing

Bend 2: Bringing Small Moment Stories to Life

Goal: Elaboration

Bend 3: Studying other writers' craft

Goals: Author's Craft, Mentors

Bend 4: Fixing and Fancying it up

Goals: Revising, Editing, and Publishing

- First grade writers see themselves as authors, valuing small moments from their lives.
- First grade writers develop writing stamina by gradually increasing the amount of writing time each day.
- Writers get an idea of what it is like to go through the writing process and publish a piece at the end.
- Writers know the structures and routines of writing workshop.
- Writers rehearse their writing prior to drafting by making a movie in their mind, telling stories one part at a time across fingers, touching each page and saying what happens, and sketching (NOT DRAWING) across pages in booklets (booklet pages have a box above for sketching and lines below for writing; sketches are done across pages first then students draft).
- Writers engage in partner work to improve their writing.
- Writers think of small moments from their lives to write about.
- Writers write several small moment personal narrative stories.

Essential Questions:

Bend 1: How do I write small moment stories independently?

Bend 2: How can I bring small moment stories to life?

Bend 3: How can studying other writers' craft make my writing better?

Bend 4: How do I "fix up" and publish my writing?

Skills/Knowledge:

- Students will be able to write stories independently during writing workshop.
- Students will be able to generate topics for small moments on their own.
- Students will be able to sketch their stories before drafting.
- Students will be able to use strategies for spelling unknown words.
- Students will be able to focus their stories on a small moment in time and produce at least a 3-page booklet that has a beginning, middle, and end.
- Students will be able to use strategies for rehearsing their stories.
- Students will be able to draft their stories by unfolding the events bit-by-bit from the movie in their mind.
- Students will be able to use strategies for revising their stories.
- Students will be able to engage in conversation with their partners about their writing.
- Students will publish a piece of writing and present it to the class.

New Jersey Student Learning Standards for ELA:

W1.3, W1.5, W1.8

RL 1.1, 1.7

RF 1.2-1.4

SL 1.1- SL 1.5

L 1.1, L1.2

Stage 2-Assessment Evidence

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks - On Demand Writing Task- Ask the students to write a small moment/narrative about something they have done. This assessment is to be completed independently without teacher support. Resource for On Demand Prompts: Writing Pathways, Calkins, 2013, Chapter 1&2 pages 2-31

Stage 3- Learning Plan

Bend 1 -

Mini Lessons

- Writers use events from their lives - things they do or things that have happened to them in order to write small moment stories. (Chart: How to Write a Story)
- Writers plan what they want to write about before they start writing.
- Writers use pictures to help add words to their stories. (Feelings with questions)
- Writers Spell by stretching out each word, listening for all the sounds, and recording what they hear.
- Writers write with focus (Watermelon and Seed, Mentor texts)
- Writers talk to other writers about their writing, storytelling their ideas out loud.
- Writers reread their writing, making sure their writing is clear and makes sense.

Bend 2:

- Writers bring their stories to life by making their characters move and speak. ("Unfreeze Characters" Chart)
- Writers unfold the action bit by bit. (Chart - Telling small steps)
- Writers make characters think and feel (Chart - Bring out the Inside, Show not tell)
- Writers use words they know how to spell and more challenging words.
- Writers use capital letters and include end marks to help readers read it better.

Bend 3:

- Writers study other authors' craft, seeing what special things the authors do that they could try in their own writing. (Ellipses, exact actions, POP out words, etc)
- Once writers have discovered a craft move to emulate, they could try it out in their own writing.
- Find your own author mentor

Bend 4:

- Writers fix up and publish pieces that they especially love.
- Writers reread their writing using an editing checklist, to remind themselves of all the ways they know how to make their writing easy to read for their readers.
- Writers get their books ready to publish by including a title, detailed pictures, and a cover.
- Celebration

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

Interdisciplinary Connections

Students will practice writing Small Moment stories on the topic of planting, once we have completed our First Investigation in our Plants & Animals Science Unit.

Standard 1-LS1-2: Characteristics of Living Things From Molecules to Organisms: Structures & Processes

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 1 Unit 2: Nonfiction Chapter Books

Stage 1: Desired Results

Unit Goals:

Bend 1: Getting Started: Thinking of Topics, Rehearsing and Writing Books

Goals -Students will tap into their inner expert

Students will notice the procedure in the things they do throughout the day.

Students will rehearse their how-to books, with an emphasis on being sequenced, explicit, and specific.

Bend 2: Write in such a way that readers can read the text and follow the directions

Goals - Students will consider their audience as well as their purpose for writing by using mentor texts as models for how-to components.

Students make sure every step is there and maintain voice and clarity.

Bend 3: With feedback, writers can revise their How-To Texts, make new texts and share them with and audience

Goal - Students will revise texts, make new texts better, and share

- Writers will identify the difference between writing that tells a story (narrative writing) and writing that teaches (procedural writing).
- Writers will generate many ideas for how-to books.
- Writers will write out steps that will teach readers how to do something.
- Writers will draw illustrations that will help teach readers how to do something.
- Writers will work with partners to determine the accuracy of their how-to's.
- Writers will use transitional words to help readers follow the steps in their how-to's.

Essential Questions:

- How can I learn to do a different kind of writing, so that I use diagrams and words to teach people how to do something step by step?
- How can I learn ways to make my How-To books even better by studying what a published author did in her book?
- When I am writing how-to books, how can I do a better job of making sure that readers understand what I'm saying?
- How can I edit my best How-To book and then reread it, thinking about my readers, so that I make it work for them?

Skills/Knowledge:

- Students will be able to use different strategies to generate how-to book ideas.
- Students will be able to sketch the steps to their how-to books across the page.
- Students will be able to practice writing their how-to's by saying the directions that they will write out loud.
- Students will be able to draw illustrations that will help teach the reader.
- Students will be able to work with partners to help make their how-to's clearer and more specific.
- Students will be able to act out their how-to's to help them write down the steps in the procedure.
- Students will be able to revise the parts of their how-to books where their directions don't quite work.
- Students will be able to write an introduction page for their how-to books.
- Students will be able to write a materials list for their how-to books.
- Students will be able to write an ending page for their how-to books.
- Students will be able to use the writing around the classroom and chunking strategies to spell words.
- Students will be able to use either a period or exclamation mark at the end of each sentence in their how-to books.

New Jersey Student Learning Standards for ELA:**W1.2, W1.7****SL1.1****L1.1, L1.2, L1.5d****Stage 2-Assessment Evidence**

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks

Stage 3- Learning Plan**Bend 1 Mini Lessons**

- This type of writing is distinct because it teaches others.
- Children need to reflect on what they know how to do so they know what they can teach others.(Make a list of things they know how to do.)
- Use classroom environments and routines to create a shared list of common experiences (ex. How to unpack bookbag, how to make lunch, etc)

- Have students consider things they care about to generate topics. (Sports, Food, Games)
- Give students opportunities to act out and talk through with their peers to revise and/or add.
- Model how to use specific and precise words (Ex. not just “put on” toothpaste)
- Transitional and sequencing words.

Bend 2 Mini Lessons:

- Audience is important to consider. Students can sketch a picture of their audience to keep next to them as they write.
- Help children see their purpose for writing by using mentor texts such as models.
- Using books, teacher and student created work, create challenges and have students make movies in their minds and rehearse with a partner to make sure all steps are accounted for.
- Voice - When writing how- to books, you have to be bossy or use an “in charge” voice.
- Make sure to embed the teaching of punctuation and simple sentence structure within mini-lessons and conferences.

Bend 3 Mini Lessons:

- Revision - Remind students of available resources (Mentor texts, partnerships, charts, checklists, etc.)
- Zoom in to add labels, arrows, speech bubbles to include directions for how, where, and why to do the steps.
- Editing- You may introduce students to parentheses to add a point and colons before a list. Review editing concepts.
- Celebrate

Suggested Anchor Charts:

- “What is How-To Writing?”
- “Use to show Order”

Differentiation:

- This unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess, and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.

List of Core Instructional and Supplemental Materials: Various Mentor Texts

- Procedural Writing (cooking, instructions for toys and games, craft projects)
- *The Pumpkin Book* By: Gail Gibbons

- *My First Soccer Game* By: Alyssa Satin Capucilli
- *How to be a baby, by Me the Big Sister* By: Sally Lloyd-Jones
- *How to Teach a Slug to Read* By: Susan Pearson
- *How to Babysit a Grandpa* By: Jean Reagan
- *How to Be a Ballerina* By: Harriet Castor
- *How to make Bubbles, How to make a Bouncing Egg, How to Make Slime* By: Lori Shore
- *Change it! Solids, Liquids, and Gases and You* By: Adrienne Mason
- *How a House is Built* By: Gail Gibbons
- *How to Lose All Your Friends* By: Nancy Carlson

Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5, Lucy Calkins, Teachers College Reading and Writing Project, 2013

Non-fiction Chapter Books, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

Interdisciplinary Connections

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 1 Unit 3: Writing Reviews

Stage 1: Desired Results

Unit Goals:

- Bend 1: Best in Show: Judging our Collections
- Bend 2: Writing Persuasive Reviews
- Bend 3: Writing Persuasive book reviews
- Writers will recognize the difference between writing that tells a story, writing that teaches you facts, and writing that persuades.
- Writers will write pieces with the purpose of persuading the reader.
- Writers will include lists of reasons to make their writing more persuasive.
- Writers will include mini-stories (anecdotes) to make their writing more persuasive.
- Writers will write their pieces as if they are talking to the reader (voice).
- Writers will write with a specific audience in mind and include the details that would pertain to that audience.

Essential Questions:

How can you make judgements about a topic or item?

How do we write a persuasive review?

How do we write persuasive book reviews?

What does “persuade” mean?

How do I generate ideas for persuasive writing?

How do I make my writing more convincing?

What is audience?

How do I make my writing sound like I am talking to the reader?

Skills/Knowledge:

- Students will be able to generate topics for persuasive writing pieces about things that they want.
- Students will be able to generate topics for persuasive writing pieces about things that will make world a better place.
- Students will be able to identify the audiences of their writing pieces.
- Students will be able to make their writing sound like they are talking to the reader.
- Students will be able to list reasons, to make their writing more convincing.
- Students will be able to include possible solutions to the issues they write about.

Revised June, 2018

- Students will be able to use editing strategies to make their writing as readable as possible.

New Jersey Student Learning Standards for ELA:

W1.1, W1.5

RI.1.1, RI.1.8

RF1.1-RF1.4

SL.1.1, SL1.4, SL1.6

L1.1, L1.2

Stage 2-Assessment Evidence

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - On Demand Writing Assessment: Ask the students to write their best piece trying to persuade someone about something they believe strongly about. It can be something they are for or against. This assessment should be completed independently without any teacher support.

Stage 3- Learning Plan

Bend 1 Mini Lessons:

- When people really love things they might collect them, such as legos, dolls, or stuffed animals. When you collect things, you also might give your opinions and try to convince others why your opinion is the best.
- When writers try to convince people of something, they give reasons and details to support their opinion.
- Writers can look to other writers in this genre to try to do what they do in their writing.
- Not everyone will agree. Writers need to back up their opinions with reasons.
- Opinion writers do not always write about the best or their favorite; they can also write about the worst or their least favorite, with opinions or evidence.
- Writers can also use partners to help them think of other reasons and evidence.
- Writers can use their own checklists to edit and publish.

Bend 2 Mini Lessons:

- Sometimes you don't just write reviews to share your opinion, but to get others to share in your opinion.
- Writers can use a persuasive voice by writing just like they are talking to a friend - sharing the most important information that will matter most to the audience.

Revised June, 2018

- Persuasive writers use comparisons
- Persuasive writers need to think about grabbing readers' attention with a great introduction, just like a commercial or a movie trailer does.
- Writing partners can use checklists to check each other's work to make it better.
- Writers could also come together to sort their reviews - make a class book of all restaurant reviews, another book of movie reviews, another of game reviews, etc.

Bend 3 Mini Lessons:

- Students should understand that writers write book reviews to share books that others might want to read. (ex. Reading Rainbow)
- In book reviews, you just give a sneak peak - you don't tell everything that happens in the book. You want to tell just enough to get others interested but don't tell the whole book.
- Writers should look at their sentences to make sure they are just right - not too long, not too short - by using punctuation, linking words, and other tools.
- Writers use checklists as they revise and edit to make sure their work is their best.

Suggested Anchor Charts:

- "To Judge Fairly"
- "Convince Your Readers"
- "Hook Your Reader with a Catchy Introduction"

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials: Various Mentor Texts for this unit would be books with strong persuasive voices such as:

Earrings By: Judith Viorst

Pigeon books By: Mo Willems

A Pet for Petunia By: Paul Schmid

I Wanna Iguana By: Karen Kaufmann Orloff

Hey, Little Ant By: Phillip Hoose

The Perfect Pet By: Margie Palatini

Dear Mrs. LaRue By: Mark Teague

Click, Clack Moo: Cows that Type By: Mark Teague

Posters or pictures from well-known movies

Menus from local restaurants

Mentor reviews of a game, movie, or restaurant

Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5, Lucy Calkins, Teachers College Reading and Writing Project, 2013

Writing Reviews, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

Interdisciplinary Connections

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 1 Unit 4: From Scenes to Series: Realistic Fiction

Stage 1: Desired Results

Unit Goals:

- Bend 1: Fiction writers set out to write Realistic Fiction
- Bend 2: Fiction Writers set out to Write series
- Bend 3: Becoming more powerful at Realistic Fiction: Studying the genre and studying ourselves as writers
- Bend 4: How can students get their writing ready to publish their second series?
- Writers write realistic fiction stories by creating characters with realistic problems.
- Writers include problems and solutions in their realistic fiction stories.
- Writers use many strategies to revise their fiction stories to ensure that their stories make sense to the reader.
- Writers stretch out the problems in their realistic fiction stories to draw the reader in and to create suspense.

Essential Questions

- What is realistic fiction?
- How can I begin to write realistic fiction?
- What kinds of problem might characters in realistic fiction face?
- How do writers revise to make their stories even better?
- How do realistic fiction writers stretch out the problem in the story?
- How can writers build on their realistic fiction characters to write a series?
- How can students strengthen their realistic fiction writing?
- How can students get their writing ready to publish their second series?

Skills/Knowledge:

- Students will be able to write realistic fiction stories that include characters, setting, problem and solution.
- Students will be able to create characters that are like themselves or like people they know.
- Students will be able to problem solve with their writing partners to make their stories the best they can be.
- Students will be able to use strategies for spelling difficult words correctly.
- Students will be able to use strategies to revise their writing to include more details.
- Students will be able to show their characters' feelings instead of telling how their characters feel.
- Students will be able to craft different leads for their stories.
- Students will be able to use mind movies to help them unfold the detail when drafting.
- Students will be able to write powerful endings.

New Jersey Student Learning Standards for ELA:**W1. 3, W1.5, W1.6, W1.8****RL1.3, RL1.10****RF1.1, RF1.2****SL1.1, SL1.2, SL1.4****L1.1, L1.2**

Stage 2-Assessment Evidence

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - On Demand Assessment: Show students an example from the mentor book list. Give students time to write a short realistic fiction story. Remind them how to write a story in order by referring to charts made during Small Moments Unit, as well as revisiting charts made during Realistic Fiction Unit.

Stage 3- Learning Plan

Bend 1 Mini Lessons:

- Writers use their best imaginations to invent their own characters. An idea might be to let children draw a picture of their character and write characteristics around the character they drew.
- Writers develop a “can do” attitude to write and write more.
- Writers make endings that will make readers happy, maybe by saving their character from trouble. They make something happen through action, dialogue, or feeling to get their characters out of trouble.
- Writers make courageous choices about words in their stories. They don’t stick with safe, easy words. They grow into sparkling words.
- Writers use checklists to review their writing and to set goals.

Bend 2 Mini Lessons:

- Writers can think of more than one story for their own realistic fiction character. (Just Like Junie B. or Henry & Mudge.)
- In book one of any series, the author shares a lot of details about the character so that the readers get to know the character.
- Writers give characters a voice in their books, possibly with speech bubbles and dialogue, for different purposes (such as showing thoughts or feelings).
- Revision with editing carefully - use individual checklists.
- Students can celebrate their first series by creating a box to put their first boxed set in (ex. Maybe a cereal box)

Bend 3 Mini Lessons:

- To make realistic fiction seem so real, writers can use their own small moments to include real details. (Revisit charts from earlier in unit)
- Writers can help readers get a picture in their minds by showing, not just telling - using tiny details that seem real.
- Fiction writers might use chapters - each chapter with a beginning, middle and end.
- Writers use patterns to elaborate (Revisit examples from mentor text: *Henry and Mudge and the Happy Cat*)
- Writers use their superpowers - all they know and have learned about writing - to get better.

Bend 4 Mini Lessons:

- Writers will work hard on revising their realistic fiction, including fabulous punctuation.
- Writers can look to mentor texts to explore how illustrations play an important role, and how they can use their illustrations in their own writing. (Revisit Mentor Text *Knuffle Bunny*)
- Students will create a “Meet the Author” page
- Realistic fiction writers get their writing ready to publish by revising, editing, and polishing their work.
- Celebrate

Suggested Anchor Charts:

- “How to Write a Realistic Fiction Book”
- “Ways to bring stories to LIFE”
- “Ways to Spell Words”
- “Narrative Writing Checklist”
- “How to Write Series Books”
- “Ways to Bring Stories to Life”
- “Book One of a Series Has...”
- “Our Favorite Series Authors”
- “My Editing Checklist”
- “The Super Writing Powers of Super Series Writers”
- “Meet the Author”
- “Are You Ready to Celebrate?”

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials: Various Mentor Texts

- *Henry and Mudge* series
- *Mr. Putter and Tabby* By: Cynthia Rylant
- *Nate the Great* By: Marjorie Weiman Sharmat

Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5, Lucy Calkins, Teachers College Reading and Writing Project, 2013

From Scenes to Series, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

Interdisciplinary Connections

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Pacing Guide

<u>Unit</u>	<u>NJSLS</u>	<u>Duration (Months)</u>
1	W1.3, W1.5, W1.8 RL 1.1, 1.7 RF 1.2-1.4 SL 1.1- SL 1.5 L 1.1, L1.2	September-November MP1
2	W1.2, W1.7 SL1.1 L1.1, L1.2, L1.5d	December - February MP1 & 2
3	W1.1, W1.5 RI.1.1, RI.1.8 RF1.1-RF1.4 SL.1.1, SL1.4, SL1.6 L1.1, L1.2	March - April MP 2 & 3
4	W1.3, W1.5, W1.6, W1.8 RL1.3, RL1.10 RF1.1, RF1.2 SL1.1, SL1.2, SL1.4 L1.1, L1.2	May - June MP 4

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