



# PISCATAWAY TOWNSHIP SCHOOLS

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## Grade 1 English Language Arts

**Content Area:** Writers Workshop

**Grade Span:** Grade 1

**Revised by:**

**Presented by:**

**Approval date:** August 12, 2021

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## COURSE OVERVIEW

### Description

Teachers College Reading and Writing Project is a research based curriculum that is aligned with the Common Core State Standards. It is a workshop model which allows teachers to meet standards and provide students the time and support they need to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.

### Goals

The goal of workshop is to prepare students for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors.

### Scope and Sequence

Unit	Topic	Length
Unit 1	Small Moments: Writing with Focus, Detail, and Dialogue	21 sessions
If...Then...Unit	Writing How-To Books	approx. 18 sessions
Unit 2	Nonfiction Chapter Books Book	20 sessions
Unit 3	Writing Reviews Book	18 sessions
If...Then...Unit	Music in Our Hearts: Writing Poetry and Songs	approx. 20 sessions
Unit 4	From Scenes to Series	20 sessions

### Resources

**Core Text:** *The Reading and Writing Units of Study* by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project

**Suggested Resources:** Grade-level writing units and mentor texts, User guides, Heinemann online resources , (that correspond with each unit), The Reading and Writing Project website

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
Teachers College Reading and Writing Project is a research based curriculum that supports the students' individual needs in becoming independent readers and writers.	
<b>New Jersey Student Learning Standards</b>	
<b>NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)</b>	
<b>Standard: Reading</b>	
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges using key details.
<b>RL.2.5</b>	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.
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.
<b>RF.1.2</b>	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. <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>B. Decode regularly spelled one-syllable words.</li> </ul>

	<p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Standard: Writing</b>	
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	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.
<b>W.1.5</b>	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.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.1</b>	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.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>W.2.3</b>	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.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through</p>

	<p>multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation.
<b>Standard: Language</b>	
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>F. Use frequently occurring adjectives.</li> <li>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>H. Use determiners (e.g., articles, demonstratives).</li> <li>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize dates and names of people.</li> <li>B. Use end punctuation for sentences.</li> <li>C. Use commas in dates and to separate single words in a series.</li> <li>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
<b>L.1.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a</li> </ul>

	<p>clue to the meaning of a word.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
<b>L.1.5</b>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
<b>L.1.6</b>	<p>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>because</i>).</p>

## UNIT 1: Small Moments: Writing with Focus, Detail, and Dialogue

### Summary and Rationale

*Small Moment Writing with Focus, Detail, and Dialogue* supports that high expectation for texts that students write will help to accelerate their reading development. First graders will be expected to be brave and resourceful word solvers when spelling words. They will also learn to write a sequenced narrative with a beginning, middle, and end. Students will be expected to show and write what happened in order using details to help readers picture their story.

### Recommended Pacing

**Bend I: Writing Small Moment Stories with Independence-** Children will learn to work independently by touching and telling their stories, sketch quick pictures, then writing their small moment story sequentially over three pages. (8 sessions)

**Bend II: Bringing Small Moment Stories to Life-** Students will learn to bring their stories to life by making the people in their stories move and talk. (6 sessions)

**Bend III: Studying Other Writers Craft-** Students will study craft moves from a mentor author. They will then try to use the craft moves in their writing. (4 sessions)

**Bend IV: Fixing and Fancying Up Our Best Work-** Students will learn to use a checklist to help edit their stories. They will learn a few basic editing and revision strategies. They will also learn how to make a cover page for their stories. The unit will end with a Writing Celebration, where students will get to share one fancied up story. (3 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RF.1.2</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>B. Decode regularly spelled one-syllable words.</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> </ul>

	<p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
<b>Standard: Writing</b>	
<b>W.1.3</b>	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.
<b>W.1.5</b>	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.
<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.3</b>	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.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>Standard: Language</b>	
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use end punctuation for sentences.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>



## Instructional Focus

### Unit Enduring Understandings

- Writers write more and more to get better at writing.
- Writers use descriptive details to make their stories better.
- Writers use various strategies to improve their stories.

### Unit Essential Questions

- What makes a story good or effective?
- How can I become a story writer?

### Objectives

**Students will know** how-to write small moment stories with independence, how-to bring small moment stories to life, how to study other’s writing craft, and how-to fix and fancy up their best work.

### Students will be able to:

- think of an idea, plan, and write their story across pages of a book.
- touch, tell, sketch, and then write rather than just drawing on page 1.
- revise their story by looking at the picture and thinking: Who?, What?, Where?, When?, How?
- write words by listening for all the sounds in the word and writing all the sounds that they hear.
- write a seed story focusing in on one small moment of time.
- work with a partner to plan their stories.
- tell their story using the exact words they plan to write.
- read their own writing like they would read a book.
- they will listen to make sure their sentences make sense.
- learn to write exact movements in tiny steps to make their characters move.
- revise their writing by adding words to make their characters feel and think.
- problem solve an unknown word by making connections to a word they already know.
- try to add ellipses, exact actions, and pop out words (craft moves) to their writing.
- reread a piece, checking that it makes sense and incorporates craft.
- go through the editing checklist and edit their work to make it ready to publish (capital letters, punctuation, word wall words, etc.).

## Resources

### Core Text:

- Unit 1: *Small Moments Writing with Focus, Detail, and Dialogue*

### Core Mentor Texts:

- *Night of the Veggie Monster* by George Mc Clements

**Suggested Resources:**

## Anchor Charts:

- How to Write a Story
- Ways to Bring Stories to Life
- Ways to Spell Words
- Learning Craft Moves from a Mentor Autho

## Additional Resources:

- Writing Checklist
- Writing Rubric

## IF...THEN...: Writing How-To Books

### Summary and Rationale

*Writing How-To Books* is important because it helps students navigate through informational texts by practicing procedural writing. The State standards expect children to write informational writing with growing in expectations from year to year. This unit will frame students as experts in a topic, and will have them teach their areas of expertise through writing how to booklets.

### Recommended Pacing

**Bend I: Getting Started: Thinking of Topics, Rehearsing and Writing Tons of Books.** Students will begin the unit with an investigation in How To books. Teachers will help students generate a list of topics that they are experts at. They will then write their own procedural writing. (approximately 6 sessions)

**Bend II: Write in Such a Way That Readers Can Read the Text and Follow the Directions-** Students will work on their organization of their procedural text. Making sure to write clear directions that someone can follow. Students will learn to use transition words and construct longer sentences with prepositional phrases. (approximately 6 sessions)

**Bend III: With Feedback, Writers Can Revise Their Books** – Students will learn to write clearer texts with elaboration. (approximately 6 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.

#### Standard: Writing

<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.5</b>	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.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>Standard: Language</b>	
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>F. Use frequently occurring adjectives.</li> <li>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>H. Use determiners (e.g., articles, demonstratives).</li> <li>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Capitalize dates and names of people.</li> </ul>

	<p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<b>L.1.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. 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.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
<b>L.1.5</b>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
<b>L.1.6</b>	<p>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>because</i>).</p>

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Clarity is important in a how-to book so that readers can follow directions.</li> <li>• Writers use various strategies and feedback to improve their writing.</li> <li>• Writers learn how to generate good ideas for their writing.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Why do people read how-to books?</li> <li>• What do I know well enough to teach other people?</li> </ul>
<b>Objectives</b>
<p><b>Students will know</b> that writers think of topics, rehearse and write tons of books, <b>writers write</b> in such a way that readers can read the text and follow the directions and with feedback, and that writers can revise their books.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• look through mentor texts and discuss what they notice.</li> <li>• make a list of things they know how to do.</li> </ul>

- answer a partners questions.
- label their diagrams to teach even more information.
- write as many books as they can.
- reflect and set goals.
- emulate features of informational writing using a mentor text.
- write for readers using the work YOU.
- picture each step and then choose then choose exactly right words.
- elaborate by guiding reading with warnings, tips and suggestions.
- use comparisons to give readers clear directions.
- write about topics they learned about throughout the day.
- write introductions and conclusions to help their readers.
- use everything they know to make their writing easy to read.
- prepare for a publishing party through revision, editing and rehearsal.

## Resources

### Core Text:

- If...Then...Unit Book: *Writing How To Books*

### Core Mentor Texts:

- *How to Lose Your Friends* by Nancy Carlson
- *How to Make Slime* from Pebble Plus

### Suggested Resources:

#### Anchor Charts:

- How-To Writing
- Learning From a Mentor How-to Text

#### Additional Resources:

- Writing Checklist
- Writing Rubric

## UNIT 2: Nonfiction Chapter Books

### Summary and Rationale

*Nonfiction Chapter Books* allows first graders to write informational books on lots of different topics. Students will be able to revisit their work to self-assess and revise it. This unit will meet many learning standards in writing and language. Students will be able to write booklets that name a topic, give facts, and provide closure to their books. They will learn new spelling strategies to help improve their writing. Students will also do basic research on a topic to add details to their topic.

### Recommended Pacing

**Bend I: Writing Teaching Books with Independence-** Students will use a teaching voice to write their informational booklets. Each page of their booklet should teach new interesting information on their topic. (8 sessions)

**Bend II: Nonfiction Writers Can Write Chapter Books-** Children will investigate what a nonfiction chapter book looks like. In this bend students will learn to write and include introductions, conclusions, and how-to's, labels, captions, and a table of contents in their booklets. (6 sessions)

**Bend III: Writing Chapter Books with Greater Independence-** In this bend, students will take all of what they learned in bend II about chapter books and apply it to their writing to write better chapter books with increasing speed and independence. (6 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.
<b>RF.1.2</b>	<p>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.</p> <ul style="list-style-type: none"> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>

<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension. D. Read grade-level text with purpose and understanding. E. Read grade-level text orally with accuracy, appropriate rate, and expression. F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Standard: Writing</b>	
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.5</b>	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.
<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
<b>W.2.3</b>	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.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>Standard: Language</b>	



L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>F. Use frequently occurring adjectives.</li> <li>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>H. Use determiners (e.g., articles, demonstratives).</li> <li>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize dates and names of people.</li> <li>B. Use end punctuation for sentences.</li> <li>C. Use commas in dates and to separate single words in a series.</li> <li>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Teaching books need to be clear and engaging for their readers.</li> <li>• I can write better teaching books by using various strategies and writing more and more.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What can I teach and how can I best teach that?</li> <li>• What makes a taught topic interesting?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> how to write teaching books with independence, that nonfiction writers can write chapter books and how to write nonfiction chapter books with greater independence.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• practice what they want to say about their teaching book across their fingers.</li> <li>• tell their information in a teaching voice across their fingers, sketching and then writing their ideas.</li> <li>• plan for a new book by generating and answering questions about their topic.</li> <li>• revise illustrations in their teaching books to add more details and labels.</li> <li>• use precise words in their teaching books by using sounding out strategies to help them spell.</li> <li>• read their book with a partner and spot places where writers can add more to make things clear.</li> </ul>	

- use a writing checklist to self-assess their writing and look for areas of improvement.
- edit their work by making sure to use capital letters, punctuation, and checking their spelling.
- notice that nonfiction books use table of contents, chapter headings and subheadings and try to include them.
- plan out a chapter book across their chapters saying a whole bunch about each chapter.
- write with details and help readers picture the details by using comparisons.
- use different kinds of writing in their teaching books such as story and persuasive.
- incorporate introductions and conclusions.
- fix up their writing while pretending to be the reader.
- use tools like mentor texts and charts to get ideas for new chapter books.
- study photographs to support more details and information in their teaching books.
- vary punctuation to bring out the book's meaning.
- apply craft moves learning in *Small Moments* such as pop-out words and speech bubbles.
- edit their own writing.

## Resources

### Core Text:

- Unit 2: *Nonfiction Chapter Books*

### Core Mentor Texts:

- *Sharks* by Anne Schreiber

### Suggested Resources:

#### Anchor Charts:

- How to Write a Teaching Book
- How Can I Teach My Readers?
- Ways to Spell Words

#### Additional Resources:

- Writing Checklist
- Writing Rubric

## UNIT 3: Writing Reviews

### Summary and Rationale

In *Writing Reviews*, first graders will write their opinions about their favorite collections, book reviews, and reviews about restaurants, movies, vacation places and so much more. They will write reviews where they name their topic, state an opinion, supply reasons for their opinion, and provide a sense of closure. Learning to write reviews will allow children to learn at an early age that writing arguments is essential in high school, college, and the workforce.

### Recommended Pacing

**Bend I: Judging our Collections-** In this bend students will bring in collections from home. They will line them up and “judge” them. They will write about which item is the best, and give reasons for their choices. (7 sessions)

**Bend II: Writing Persuasive Reviews-** Students will be producing a lot of work during this bend. They will write reviews on many different topics and things that interest them. They will work on editing and revising, making sure they have catchy introductions as well as a good closure. (6 sessions)

**Bend III: Writing Persuasive Book Reviews-** Students will learn to write book reviews where they will learn to summarize, evaluate and give and defend their judgment. Students will be writing to persuade readers to be interested in books they wrote about. ( 5 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>RF.1.2</b>	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. <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>

<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>B. Decode regularly spelled one-syllable words.</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>
<b>Standard: Writing</b>	
<b>W.1.1</b>	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.
<b>W.1.5</b>	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.
<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.1</b>	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.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Standard: Language</b>	
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We</li> </ul>

	<p>hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<b>L.2.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Opinions are persuasive when they are backed by evidence and reason.</li> <li>I have opinions worth expressing, and expressing as effectively as I can.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What is my opinion on...?</li> <li>How do I know I have made my opinion persuasive and clear?</li> </ul>	
<b>Objectives</b>	

**Students will know** how to judge collections, how to write persuasive reviews, and how to write persuasive book reviews.

**Students will be able to:**

- judge their won collections, writing about the item they like the best and their reasons for this judgment.
- write their opinion and write several reasons to support their opinion.
- use a writing checklist to evaluate their work and make a plan for revision.
- write counterarguments on other’s collections to say whether they agree or disagree.
- use checklists, and anchor charts to help improve their writing.
- write reviews convincing their readers of their opinion.
- write reviews pretending to talk right to their readers explaining their topic and telling them where to find it.
- write comparisons in their reviews saying how their subject is better than others.
- write catchy introductions by asking questions to make their readers wonder, naming the topic, and stating their opinion.
- work with a partner to take turns reading each other’s reviews while using a checklist to offer feedback.
- write book reviews to recommend titles and authors they believe others should read.
- write book reviews with a sneak peek summary, name a few important things not giving away the ending.
- check their writing to make sure the sentences they have written are just right (not too long and not too short) .
- use a checklist to edit their work and make sure it is just right.
- share their book reviews with each other reading with fluency, trying to convince others of their opinion.

## Resources

**Core Text:**

- Unit 3: *Writing Reviews*

**Core Mentor Texts:**

- *The Day the Crayons Quit* by Drew Daywalt
- *Click, Clack, Moo: Cows that Type* by Doreen Cronin
- *Have I Got a Book For You* by Melanie Watts

**Suggested Resources:**

Anchor Charts:

- To Judge Fairly...
- Convince Your Reader!
- Ways to Spell Words

Additional Resources:

- Writing Checklist
- Writing Rubric

## If...Then...: Music in Our Hearts: Writing Songs and Poetry

### Summary and Rationale

*Music in Our Hearts: Writing Songs and Poetry* will help students find significance in the ordinary details of their lives. Students will write poems, and this process will improve their overall writing. Children will experiment with language, learn to use line breaks, learn about metaphor, and try out comparisons to express their feelings and ideas. One goal in this unit is for children to enjoy precise and rich language to express how they think and feel.

### Recommended Pacing

**Bend I: Immersion in Songwriting and Poetry: Setting the Stage:** Students will experience songs and poetry in centers and through shared and interactive writing. Students will experience many types of songs and poems. (approximately 5 sessions )

**Bend II: Studying the Rhythm and Voice of Songs to Help Us Write Our Own:** Students will build on what they learned in bend one to write their own songs and poems. Students will use familiar tunes to help their writing. They will write a lot of songs. (approximately 5 sessions )

**Bend III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems:** Students will seek meaningful topics with an emphasis on asking about what matters to them. ( approximately 5 sessions )

**Bend IV: Songwriters and Poets Revise and Write New Songs and Poems:** Students will look to elaborate on the topics they have written about. They will look to improve the work they have already done. Finally, the students will share their work in a celebration. (approximately 4 sessions )

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>RF.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> <li>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
<b>RF.1.2</b>	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. <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>

	D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>B. Decode regularly spelled one-syllable words.</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>
<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>Standard: Writing</b>	
<b>W.1.5</b>	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.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Standard: Language	
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>F. Use frequently occurring adjectives.</li> <li>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>H. Use determiners (e.g., articles, demonstratives).</li> <li>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize dates and names of people.</li> <li>B. Use end punctuation for sentences.</li> <li>C. Use commas in dates and to separate single words in a series.</li> <li>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
<b>L.1.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. 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.</li> <li>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>
<b>L.1.5</b>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul>

<b>L.1.6</b>	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>because</i> ).
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<b>Instructional Focus</b>
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<b>Unit Enduring Understandings</b>
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- Poets look for and write about meaningful topics in their everyday lives.
- Poetry has a rhythm and structure that helps express its meanings.
- Poets revise their poems to make them better.

<b>Unit Essential Questions</b>
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- What is poetry?
- What is a comparison?
- What is figurative language?

<b>Objectives</b>
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**Students will know** how to immerse themselves into songwriting and poetry by setting the stage, study the rhythm and voice of songs to help them write their own, the songwriters and poets write from the heart, and that songwriters and poets revise and write new songs and poems.

**Students will be able to:**

- look at objects and other things with a poet’s eye.
- look at poems like songs.
- use line breaks to try to add a variety of meanings to their poems.
- use their senses to write poems.
- turn poems into songs.
- use familiar tunes to write their own songs.
- craft songs that teach and have purpose.
- choose an object for inspiration.
- write poems from their heart.
- include strong feelings in their poems and songs.
- be active listeners with their partners.
- revise through elaboration.
- edit to make sure their poems sound just right.

<b>Resources</b>
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<b>Core Text:</b>
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- If... Then... Unit Book: *Music in Our Hearts: Writing Songs and Poetry*

<b>Core Mentor Text:</b>
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Some beloved poets include:

- Eloise Greenfield

- Pat Mora
- Janet Wong
- Myra Cohn Livingston
- Valerie Worth
- Alan Katz

**Suggested Resources:**

Anchor Charts:

- Tools Poets Use
- Avid Poetry Readers
- Poems Can Be Like Songs
- How to Write a Story

Additional Resources:

- Writing Checklist
- Writing Rubric

## UNIT 4: From Scenes to Series- Writing Fiction

### Summary and Rationale

In the *Scenes to Series* writing unit, students study and write realistic fiction. Along the way they try to write their own series. The unit will culminate in students publishing their work for an audience. Students will continue to learn about author’s craft, revision, and editing of their work.

### Recommended Pacing

**Bend I: Fiction Writers Set Out to Write Realistic Fiction:** Students will work to write independently. They will develop characters and give their characters some trouble to get out of. Time will be spent on spelling and spelling strategies. Students will set writing goals based on checklists. (6 sessions)

**Bend II: Fiction Writers Set Out to Write Series:** Students will build on their work from the first bend, looking to write a series of stories about their character. Students will look to add dialogue to their stories. A revision “party” will precede the bend celebration. (5 sessions)

**Bend III: Becoming More Powerful at Realistic Fiction:** Building on their work in the first two bends, students add detail and chapters to their stories. (5 sessions)

**Bend IV: Getting Ready to Publish Our Second Series:** Students will look to enhance their stories in various ways, while also editing to get their work ready for publication/celebration. (4 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges using key details.
<b>RL.2.5</b>	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.
<b>RF.1.2</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> </ul>

	<ul style="list-style-type: none"> <li>B. Decode regularly spelled one-syllable words.</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>
<b>Standard: Writing</b>	
<b>W.1.3</b>	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.
<b>W.1.5</b>	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.
<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.3</b>	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.
<b>Standard: Speaking and Listening</b>	
<b>SL.1.1</b>	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation.
<b>Standard: Language</b>	
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ul>

	<p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Writing realistic fiction requires a focus on detail and character.</li> <li>• Writers draw from their own experiences when writing realistic fiction.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What makes realistic fiction worth reading?</li> <li>• How can I improve and enhance my realistic fiction writing?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> that fiction writers set out to write realistic fiction, that fiction writers set out to write series, how to become more powerful at writing realistic fiction, and how to get ready to publish a second series.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• pretend they are the characters.</li> <li>• develop a ‘can-do’ attitude and take charge of their writing.</li> <li>• get their characters out of trouble.</li> <li>• make courageous word choices.</li> <li>• use checklists to self-assess their writing.</li> <li>• create a storyline around one character in order to develop a series.</li> <li>• write a lot of details in Book 1 of their series to help develop their character.</li> </ul>	

- lift the level of dialogue by adding speaking tags and body movements.
- study mentor authors to find ways to make their writing sparkle.
- investigate what make realistic fiction stories realistic.
- ‘show not tell’ by focusing on tiny, realistic details.
- divide their work into chapters.
- play with patterns to stretch out and elaborate their stories.
- use punctuation to give orders to their readers.
- Use illustrations to tell important details.

## Resources

### Core Text:

- Unit 4: *From Scenes to Series: Writing Fiction*

### Core Mentor Text:

- *Henry and Mudge and the Happy Cat* by Cynthia Rylant

### Suggested Resources:

#### Anchor Charts:

- How to Write a Realistic Fiction Book
- Our Favorite Series Authors

#### Additional Resources:

- Writing Checklist
- Writing Rubric