

Verona Public School District Curriculum Overview

Literacy - Grade One



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Students are engaged in a literacy program that fosters the necessary skills to become independent readers, writers, speakers, thinkers, and learners. To further this goal, the Verona School district promotes a balanced literacy based framework. This framework is designed to help all students learn to read and write effectively in a differentiated workshop approach. Specifically, a three block balanced literacy framework is employed that encompasses reading workshop, writing workshop and word work. Students learn in a supportive environment where lessons are scaffolded to meet their needs. They will achieve a balanced literacy experience through independent reading, writing, speaking, and listening. With the support of teachers, students take ownership and assume gradual responsibility of their learning. Teachers assess students at regular intervals to inform their instructional decisions.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts x B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> x A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*

Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*

- Schoolwide Fundamentals Reading Workshop Binders
 - Launching
 - Fiction
 - Nonfiction
 - Poetry
- Lucy Calkin's Writing Fundamentals

Reading

- *Reading Strategies Book - Your Everything Guide to Developing Skilled Readers* by Jennifer Serravallo
- (1) Launching Mentor Texts:
 - *Red Sings from the Treetops - a year in colors* by Joyce Sidman
 - *Ice Cream - The Full Scoop* by Gail Gibbons
 - *Mrs. Smith's Incredible Storybook* by Michael Garland
 - *Library Mouse - A World to Explore* by Daniel Kirk
 - *Born to Read* by Judy Sierra
 - *The Best Place to Read* by Debbie Bertram
- (2) Fiction Mentor Texts
 - *Poppleton* by Cynthia Rylant
 - *Three Little Pigs retold* by James Marshall
 - *The Three Little Dassies* by Jan Brett
 - *The Mightiest* by Keiko Kasza
 - *The Lion and the Mouse* by Jerry Pinkney
 - *Blackout* by John Rocco
- (3) Nonfiction Mentor Texts
 - *Dr. Suess* by Charlotte Guillain
 - *My First Biography: Abraham Lincoln* by Marion Dane Bauer
 - *Is it Living or Nonliving?* By Rebecca Rissman
 - *Life in the Rain Forest* by Sarah Leveté
 - *Backyard Books: Are You a Butterfly?* By Judy Allen and Tudor Humphries
 - *Grow Your Own Sandwich* by John Malam
- (4) Poetry Mentor Texts

Reading Units of Study

Reading Unit One Title / Topic: Launching

Unit Duration: 5 weeks (18 lessons)

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Transfer Goal:

Students will be able to independently use their learning to build the strategies that good readers utilize when reading, so that in the long run, they can be part of a reading community.

Meaning

Enduring Understandings

Students will understand that:

- effective reading communities work best with clearly communicated procedures and routines.
- to form a love of reading students must be engaged in a variety of texts at a comfortable reading level.
- through models, shared, guided and independent reading experiences, students develop their skills as readers and effectively communicate their thoughts and opinions.

Essential Questions:

- How can we work together as a class, in small groups, and individually become good readers?
- What does a reading community look like and how do I recognize myself as an individual reader in a community?

Knowledge & Skills

Students will know:

- how to properly handle books and utilize the classroom library
- how to read independently to build stamina
- how to transition from whole group to independent reading
- how to respond to reading by using conversational sentence starters discuss in class

Key Terms –

reading community, shared reading, guided reading, independent reading, partner sharing

Students will be able to:

- properly care and store books in the classroom.
- properly sit for reading workshop by sitting on the, crisscross, hands in their lap, with their eyes on the teacher.
- follow reading workshop procedures.
- read and use strategies while reading independently for extended periods of time.
- understand and follow the book shopping rules and procedures.
- understand how to sit while reading independently and with a partner.
- express ideas and feelings about texts clearly with a buddy/partner.

Stage 2: Acceptable Evidence

Transfer Task

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.
- Read and problem solve tricky words independently during reading workshop.
- Comprehend text by retelling a story to a partner.

Stage 3: Suggested Activities

Potential Teaching Points

<p><u>Bend One</u> <i>Learning Goal:</i> Readers take care of the books and the classroom library by...</p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u> *turning the pages at the corners *not bending or ripping books *using book marks/post-its</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u> *storing their books for the week properly in their book box (specific to teacher) * carefully putting them away in the correct basket in the classroom library * carefully putting them away facing the correct direction for the next reader</p>		
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<p>Bend Two <i>Learning Goal: ins and out of reading workshop:</i> Readers understand the reading workshop procedures by...</p>	<p>Lesson 3: Teaching Point: showing that they are really listening by sitting on the, crisscross, hands in their lap, with their eyes on the teacher.</p>	<p>Lesson 4: Teaching Point: not interrupting when the teacher is conferring with another student. They should continue to read their books and stay in their reading spot.</p>	<p>Lesson 5: Teaching Point: moving back to their reading spots quickly and quietly after a lesson by going to their reading spot, choosing a book and immediately starting to read.</p>	<p>Lesson 6: Teaching Point: having private reading time to help build stamina. They will read quietly to themselves and not bother their fellow readers.</p>
	<p>Lesson 7: Teaching Point: *shopping for books by choosing books they think they might like to read. *understanding that they have an assigned day to shop for books from the classroom library.</p>			
<p>Bend Three <i>Learning Goal:</i> Readers stay focused while reading independently by...</p>	<p>Lesson 8: Teaching Point: finishing one book, choosing a second book of interest and continuing reading.</p>	<p>Lesson 9: Teaching Point: rereading books in order to notice new things, study pictures, and develop fluency.</p>	<p>Lesson 10: Teaching Point: extending their reading by telling themselves the story on their fingers.</p>	<p>Lesson 11: Teaching Point: extending their reading by creating a movie in their head.</p>
<p>Bend Four <i>Learning Goal:</i> Readers think and talk about books with others by...</p>	<p>Lesson 13: Teaching Point: sitting side by side or knee to knee with a book in the middle.</p>	<p>Lesson 14: Teaching Point: deciding who will go first (beginning of the year chart-peanut and jelly...end of the year flipping coin/rock paper scissors).</p>	<p>Lesson 15: Teaching Point: responding to books they read using specific “book talk language” or by reading to their partner. book talk language: *This part makes me think of... *This part made me feel...</p>	

			*This part reminds me of... *This part was confusing... *This character...	
<p>Bend Five <i>Learning Goal:</i> Readers understand the procedures for shopping, taking books home and returning them by...</p>	<p>Lesson 17: Teaching Point: ONLY selecting from their designated reading level.</p>	<p>Lesson 18: Teaching Point: following their teacher's system for borrowing and returning books.</p>		

Reading Unit Two Title / Topic: Readers have Superpowers	Unit Duration: 4 ½ weeks (28 lessons)
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

RL.1.1. Ask and answer questions about key details in a text.
 RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
 RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
 RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
 RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 RI.1.7. Use the illustrations and details in a text to describe its key ideas.
 RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
 W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
 W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
 SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Transfer Goal:

Students will be able to independently use their learning to monitor and self-correct their reading while sounding fluent, so that in the long run, they will be able to expand their experiences as readers and understand that these reading strategies can be used in everyday life.

Meaning

<p>Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● readers recognize when they are having difficulty reading a text ● readers use multiple strategies to problem solve a difficult word ● readers ask themselves questions (does that sound right, does that look right, does that make sense) to monitor their reading. ● readers use multiple ways to retell a story 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do recognize that you are having trouble reading? ● What are good strategies to figure out difficult words? ● How do you monitor your reading so that you can self-correct? ● How do you retell a story?
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Knowledge & Skills

Students will know that:

- readers recognize when they don't know a word/are having trouble reading.
- readers use several strategies when they encounter a word that they are not familiar with.
- readers use several strategies to monitor their own reading.
- readers use several strategies to sound fluent when reading.
- readers use several strategies to retell a story that they have read.

Students will be able to:

- notice when they encounter trouble by pausing at an unknown word so that they can use their superpowers.
- notice when they encounter trouble by asking themselves did that make sense and sound right so that they can use their superpowers.
- notice when they encounter trouble by noticing the places where they would ask for help so that they can use their superpowers.
- figure out tricky words by checking pictures and thinking what would make sense so they can read all the words on the page.
- figure out tricky words by looking at the first part (cross checking the first letter) so they can read all the words on the page.
- figure out tricky words by checking the last part (cross checking the last letter) so they can read all the words on the page.
- figure out tricky words by skipping, reading on and thinking what would make sense and sound right so they can read all the words on the page.
- figure out tricky words by tapping it out so they can read all the words on the page.
- figure out tricky words by looking for parts of known words to figure out so they can read all the words on the page.
- figure out tricky words by using the consonant plus the next two so they can read all the words on the page.
- figure out tricky words by using the vowel team so they can read all the words on the page.
- figure out tricky words by using the silent "c" so they can read all the words on the page.
- figure out tricky words by talking their reading with a partner so they can read all the words on the page.
- figure out tricky words by noticing sight words and trick words (or word wall words) so they can read all the words on the page.
- monitor by asking themselves "did that make sense" so that they can fix it up (AKA- self correct).
- monitor by asking themselves "did that sound right in the sentence" so that they can fix it up (AKA- self correct).
- monitor by asking "did that make sense, sound right, and look right" so that they can fix it up (AKA- self correct).
- monitor by working with partners and asking each other "does this look right" so that they can fix it up (AKA- self correct).

*Key Terms –
super powers, tricky words, tapping out, consonant, vowel team, fluent, title,
retell*

- sound fluent by re-reading to smooth out the bumps so that they sound like storytellers.
- sound fluent by changing their voices to match up the punctuation so that they sound like storytellers.
- sound fluent by changing their voices to match the character or mood so that they sound like storytellers.
- sound fluent by acting it out with a partner so that they sound like storytellers.
- retell by retelling across the fingers (first, next, then, after that, and last) so they can remember and share what they read.
- retell by saying what the book was mostly about by using the title and pages so they can remember and share what they read.
- retell by rereading and going back when they've forgotten so they can remember and share what they read.
- retell by telling it to their partner using the pictures so they can remember and share what they read.

Stage 2: Acceptable Evidence

Transfer Task

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit
- Problem solve tricky words independently during reading workshop.
- Comprehend text by retelling a story to a partner.

Stage 3: Suggested Activities

Potential Teaching Points

<p align="center">Bend One <i>Learning Goal:</i> <i>Readers notice trouble</i></p>	<p>Lesson 1: Teaching Point: Readers notice when they encounter trouble by pausing at an unknown word so that they can use their super powers.</p>	<p>Lesson 2: Teaching Point: Readers notice when they encounter trouble by asking themselves did that make sense and sound right so that they can use their super powers.</p>	<p>Lesson 3: Teaching Point: Readers notice when they encounter trouble by noticing the places where they would ask for help so that they can use their super powers.</p>
<p align="center">Bend Two <i>Learning Goal:</i> Readers have many strategies (please note that depending on the reading levels of your students- you may not need to complete all the lessons)</p>	<p>Lesson 4: Teaching Point: Readers figure out tricky words by checking pictures and thinking what would make sense so they can read all the words on the page.</p>	<p>Lesson 5: Teaching Point: Readers figure out tricky words by looking at the first part (cross checking the first letter) so they can read all the words on the page.</p>	<p>Lesson 6: Teaching Point: Readers figure out tricky words by checking the last part (cross checking the last letter) so they can read all the words on the page.</p>
	<p>Lesson 7: Teaching Point: Readers figure out tricky words by skipping, reading on and thinking what would make sense and sound right so they can read all the words on the page.</p>	<p>Lesson 8: Teaching Point: Readers figure out tricky words by tapping it out so they can read all the words on the page.</p>	<p>Lesson 9: Teaching Point: Readers figure out tricky words by looking for parts of known words to figure out so they can read all the words on the page.</p>
	<p>Lesson 10: Teaching Point: Readers figure out tricky words by trying out different sound the letter can make so they can read all the words on the page.</p>	<p>Lesson 11: Teaching Point: Readers figure out tricky words by using the consonant plus the next two so they can read all the words on the page.</p>	<p>Lesson 12: Teaching Point: Readers figure out tricky words by using the vowel team so they can read all the words on the page.</p>
	<p>Lesson 13: Teaching Point: Readers figure out tricky words by using the silent “c” so they can read all the words on the page.</p>	<p>Lesson 14: Teaching Point: Readers figure out tricky words by talking their reading with a partner so they can read all the words on the page.</p>	<p>Lesson 15: Teaching Point: Readers figure out tricky words by noticing sight words and trick words (or word wall words) so they can read all the words on the page.</p>
<p align="center">Bend Three <i>Learning Goal:</i> Readers monitor</p>	<p>Lesson 16: Teaching Point: Readers monitor by asking themselves “did that make sense”</p>	<p>Lesson 17: Teaching Point: Readers monitor by asking themselves “did that sound right in the</p>	<p>Lesson 18:</p>

	so that they can fix it up (AKA- self correct).	sentence” so that they can fix it up (AKA- self correct).	Teaching Point: Readers monitor by asking themselves “did that look right with the letters in the word” so that they can fix it up.
	Lesson 18: Teaching Point: Readers monitor by asking “did that make sense, sound right, and look right” so that they can fix it up (AKA- self correct).	Lesson 19 Teaching Point: Readers monitor by working with partners and asking each other “does this look right” so that they can fix it up (AKA- self correct).	
Bend Four <i>Learning Goal:</i> Readers smooth it out	Lesson 20: Teaching Point: Readers sound fluently by re-reading to smooth out the bumps so that they sound like storytellers.	Lesson 21: Teaching Point: Readers sound fluently by scooping up words so that they sound like storytellers.	Lesson 22: Teaching Point: Readers sound fluently by changing their voices to match up the punctuation so that they sound like storytellers.
	Lesson 23: Teaching Point: Readers sound fluently by changing their voices to match the character or mood so that they sound like storytellers.	Lesson 24: Teaching Point: Readers sound fluently by acting it out with a partner so that they sound like storytellers.	
Bend Five <i>Learning Goal:</i> Readers retell	Lesson 25: Teaching Point: Readers retell by retelling across the fingers (first, next, then, after that, and last) so they can remember and share what they read.	Lesson 26: Teaching Point: Readers retell by saying what the book was mostly about by using the title and pages so they can remember and share what they read.	Lesson 27: Teaching Point: Readers retell by rereading and going back when they’ve forgotten so they can remember and share what they read.
	Lesson 28: Teaching Point: Readers retell by telling it to their partner using the pictures so they can remember and share what they read.		

Stage 1: Desired Results

Established Goals:**New Jersey Student Learning Standards (NJSLs) for English**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Transfer Goal:

Students will be able to independently use their learning to identify story elements within their reading and synthesize them together, so that in the long run, they can retell and share their knowledge with others.

Meaning

Enduring Understandings

Students will understand that:

- the character, setting, and plot (problem and solution) are the elements of fiction
- using the pictures can give clues to help us predict what may happen to the character or in the story
- visualizing scenes from a story can help us when we retell
- asking question while we read will deepen our understanding of a story
- we use our schema when we read which helps us to connect to characters and remember important events in a story

Essential Questions:

- What are the elements of fiction?
- How can the pictures in a book help us understand a story?
- Why do we ask questions when we are reading fiction?
- What strategies can we use to help us summarize a story?
- Why do we make connections when we read?

Knowledge & Skills

Students will know:

- how to retell important elements of a story
- how to visualize and use pictures to help remember important parts of a story
- how to use schema to understand characters and setting
- how to make connections while they read to help deepen understanding of a story
- how to share their opinion of a reading with a partner

Key Terms –

Schema, visualize, character, setting, plot, sequence of events, problem, solution, summarize, similarities, differences, prediction

Students will be able to:

- understand that stories follow a certain structure including character, setting, plot (sequence of events or problem and solution.)
- identify the language and pictures that describe characters.
- notice how characters act, speak, say and think
- notice what happens to the character throughout the book and how what happens causes feelings to change.
- back up character information with evidence from the text.
- identify the language and pictures that describe the setting.
- make pictures in their heads as they read to help them remember the major events (plot) of the story.
- remember the title and touch the pictures in a story to help them retell the most important parts in the order they happened.
- summarize the story by telling what the story is mainly about including character, setting, and major events in sequence (plot) including key details
- summarize with "Somebody...Wanted...But...So...Then..."
- bring their background knowledge to make predictions and understand characters and their problems using traditional tales.
- notice similarities and differences when reading different versions of familiar stories and use the structure and elements of a familiar tale to help read and understand the different version.

- activate their schema before, during and after reading the text.
- make predictions before and while they read
- create mental images (visualize) by activating their five senses and emotions while reading.

Stage 2: Acceptable Evidence

Transfer Task

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.
- Problem solve tricky words independently during reading workshop.
- Comprehend text by retelling a story to a partner.

Stage 3: Suggested Activities

Potential Teaching Points:

<p style="text-align: center;"><u>Bend One</u> <i>Learning Goal:</i></p> <p style="text-align: center;"><i>Readers accumulate text by paying attention to story elements in order to deepen their understanding.</i></p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u></p> <p>Readers understand that stories follow a certain structure including character, setting, plot (sequence of events or problem and solution.</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u></p> <p>Readers identify the language and pictures that describe characters.</p>	<p><u>Lesson 3:</u> <u>Teaching Point:</u></p> <p>Readers pay attention to the characters in their stories. They notice...</p> <ul style="list-style-type: none"> *how they act *how they speak *what they say *what they think <p>What does this tell me about how the character feels?</p> <p><u>(The Reading Strategies Book)</u></p>	<p><u>Lesson 4:</u> <u>Teaching Point:</u></p> <p>Readers notice what happens to the character throughout the book and how what happens causes feelings to change.</p> <p>Prompts:</p> <ul style="list-style-type: none"> *Think about what is happening now. Is it good for the character, or bad? *How might he or she be feeling here? *Is this feeling the same or different?
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				*How has the feeling changed? <u>(The Reading Strategies Book)</u>
	<p><u>Lesson 5:</u> <u>Teaching Point:</u></p> <p>Readers back up character information with evidence from the text.</p> <p>EVIDENCE: Reread to find a line where the character says or does something that connects with the idea. Explain how the line proves the idea.</p> <p>Post-It introduction: *What did the character say or do? <u>(The Reading Strategies Book)</u></p>	<p><u>Lesson 6:</u> <u>Teaching Point:</u></p> <p>Readers identify the language and pictures that describe the setting. (specific place words, where is it happening and where do they go, notice when the setting changes).</p>	<p><u>Lesson 7:</u> <u>Teaching Point:</u></p> <p>Readers make pictures in their heads as they read to help them remember the major events (plot) of the story.</p>	<p><u>Lesson 8:</u> <u>Teaching Point:</u></p> <p>Readers remember the title and touch the pictures in a story to help them retell the most important parts in the order they happened.</p> <p><u>(The Reading Strategies Book)</u></p>
	<p><u>Lesson 9:</u> <u>Teaching Point:</u></p> <p>Readers summarize the story by telling what the story is mainly about including character, setting, and major events in sequence (plot) including key details</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p> <p>Readers summarize with “Somebody...Wanted...But... So...Then... Prompt: *Who is the character? *What does he want? *What is the obstacle?</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p> <p>Readers bring their background knowledge to make predictions and understand characters and their problems using traditional tales.</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p> <p>Readers notice similarities and differences when reading different versions of familiar stories and use the structure and elements of a familiar tale to help read and understandable different version.</p>

		<p>*How does the character respond to the problem? *How does the story end?</p> <p>(The Reading Strategies Book)</p>		
<p><u>Bend Two</u> <i>Learning Goal:</i></p> <p>Readers use comprehension strategies to make meaning while reading.</p>	<p><u>Lesson 13:</u> <u>Teaching Point:</u></p> <p>Readers activate their schema before, during and after reading the text.</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u></p> <p>Readers make predictions before and while they read.</p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u></p> <p>Readers create mental images (visualize) by activating their five senses and emotions while reading.</p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u></p> <p>Readers engage with fictional texts as they visualize who, when, where, and what.</p>
	<p><u>Lesson 17:</u> <u>Teaching Point:</u></p> <p>Readers ask thoughtful questions as they read to promote engagement and deepen understanding.</p>	<p><u>Lesson 18:</u> <u>Teaching Point:</u></p> <p>Readers infer character feelings, motives, and attributes using schema, prior knowledge, and the text itself.</p>	<p><u>Lesson 19:</u> <u>Teaching Point:</u></p> <p>Readers pay close attention to dialogue and other text signals to enhance meaning and engagement.</p>	
<p><u>Bend Three</u> <i>Learning Goal:</i></p> <p>Readers make meaningful connections to characters, settings, and/or major events in a story in order to engage more fully with the story.</p>	<p><u>Lesson 20:</u> <u>Teaching Point:</u></p> <p>Readers make meaningful connections to characters by noticing when characters say, do, think, or feel things that remind them of themselves, someone they know, or another character</p>	<p><u>Lesson 21:</u> <u>Teaching Point:</u></p> <p>Readers make meaningful connections to the setting(s) by noticing when the setting reminds them of a time or a place they have been, seen, or read about.</p>	<p><u>Lesson 22:</u> <u>Teaching Point:</u></p> <p>Readers make meaningful connections to the major events by noticing when the events remind them of something that has happened to them or that they have heard or read about.</p>	<p><u>Lesson 23:</u> <u>Teaching Point:</u></p> <p>Readers stop at various points in the text to think and wonder about characters, setting, and events in the story.</p> <p>Using sticky notes, (i.e. T = thinking, W = wondering), model thinking aloud as you read part of a story, thinking and wondering about the</p>

				characters, setting, and events. (I wonder why... That makes me think...
<p><u>Bend Four</u> Learning Goal:</p> <p>Readers work in partnerships to further their understanding of what they read.</p>	<p><u>Lesson 24:</u> <u>Teaching Point:</u></p> <p>Readers quickly plan for conversations (who will go first) and respectfully take turns sharing their thinking.</p>	<p><u>Lesson 25:</u> <u>Teaching Point:</u></p> <p>Readers have a variety of talking points and conversational leads to use when having conversations about books.</p>	<p><u>Lesson 26:</u> <u>Teaching Point:</u></p> <p>Readers are active listeners who restate what their partners share.</p>	<p><u>Lesson 27:</u> <u>Teaching Point:</u></p> <p>Readers extend their conversations by respectfully agreeing or disagreeing with their partners, thinking about the book and explaining why.</p>

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Transfer Goal:

The students will be able to independently use their learning to recognize, read, and reflect about a variety of nonfiction texts, so that in the long run, they will be able to expand their experiences as readers and understand that you can learn about real-world topics by reading.

Meaning

Enduring Understandings

Students will understand that:

- nonfiction texts have certain characteristics
- readers get ready to read nonfiction texts and learn by using text features
- readers figure out tricky words by using strategies
- readers can have a better understanding of topics by reading nonfiction texts
- biographies tell about real and important people

Essential Questions:

- What do nonfiction texts look like ?
- How can you use text features in nonfiction books to help you?
- What are good strategies to figure out difficult words?
- What can you do to better understand nonfiction texts?
- What is a biography?

Knowledge & Skills

Students will know:

- readers notice “nonfiction features” compared to “fiction features”
- readers recognize that there are three types of nonfiction and they are used for different purposes.
- readers notice text features in nonfiction books.
- readers use the table of contents in nonfiction texts.

Students will be able to:

- notice “nonfiction features” compared to “fiction features” and sort books
- recognize that there are three types of nonfiction and they are used for different purposes.
- notice text features in nonfiction books
- predicting what a book will be about by using text features, title, and a picture walk.
- recognizing when a book will answer your questions by using the text features.
- making information pop out by using a narrator voice and emphasizing important parts
- understanding how to read a nonfiction book with many different features included on one page.
- noticing bold or italicized words that go with their topic.
- using prior knowledge to figure out what a word might be.
- using pictures with labels or captions to figure out words also used in the text.
- continuing to read to figure out the hard word (sometimes an author uses a synonym).
- breaking tricky words into parts by starting from the beginning and moving all the way across the word.
- using all the strategies they know (chart with strategies).
- using question words: who, what, when, where, why (helpful w’s)

Key Terms –

nonfiction, nonfiction characteristics, strategies, text features, literary nonfiction, reference book, biography,

- comparing and contrasting information by reading many nonfiction books.
- understanding topics more deeply by making connections to other books that they have read or with prior knowledge.explaining what they have learned to their reading partner during a book talk and using the helpful w’s and pictures to lead the conversation.
- explaining what they have learned to their reading partner during a book talk and using the helpful w’s and the pictures to lead the conversation.

Stage 2: Acceptable Evidence

Transfer Task

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.
- Problem solve tricky words independently during reading workshop.
- Comprehend text by retelling a story to a partner.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> Readers identify nonfiction texts by...</p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u> noticing “nonfiction features” compared to “fiction features” learned previously and sorting books (fiction/nonfiction). Look for: photographs/realistic drawings and “real” topics</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u> recognizing that there are three kinds of nonfiction books: *Literary nonfiction *Reference books *Biographies and these types of nonfiction are used for different purposes (recipe book, instruction manual, text books...).</p>	<p><u>Lesson 3:</u> <u>Teaching Point:</u> noticing text features that are usually in nonfiction books (table of contents, photographs, index, glossary, captions, labels, and headings).</p>	
<p><u>Bend Two</u></p>	<p><u>Lesson 4:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 5:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 6:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 7:</u> <u>Teaching Point:</u></p>

<i>Learning Goal:</i> Readers get ready to read nonfiction texts and learn by...	using text features: table of contents. <i>Students browse books and use post-its to identify features</i>	using text features: headings and photographs. <i>Students browse books and use post-its to identify features</i>	using text features: index and glossary. <i>Students browse books and use post-its to identify features</i>	using text features: captions and labels. <i>Students browse books and use post-its to identify feature</i>
	<u>Lesson 8:</u> <u>Teaching Point:</u> predicting what a book will be about by using text features, title, and a picture walk.	<u>Lesson 9:</u> <u>Teaching Point:</u> recognizing when a book will answer your questions by using the text features.	<u>Lesson 10:</u> <u>Teaching Point:</u> making information pop out by using a narrator voice and emphasizing important parts.	
	<u>Lesson 11:</u> <u>Teaching Point:</u> understanding how to read a nonfiction book with many different features included on one page.			
<u>Bend Three</u> <i>Learning Goal:</i> Readers figure out tricky words by...	<u>Lesson 12:</u> <u>Teaching Point:</u> noticing bold or italicized words that go with their topic.	<u>Lesson 13:</u> <u>Teaching Point:</u> using prior knowledge to figure out what a word might be.	<u>Lesson 14:</u> <u>Teaching Point:</u> using pictures with labels or captions to figure out words also used in the text.	<u>Lesson 15:</u> <u>Teaching Point:</u> continuing to read to figure out the hard word (sometimes an author uses a synonym).
	<u>Lesson 16:</u> <u>Teaching Point:</u> breaking tricky words into parts by starting from the beginning and moving all the way across the word.	<u>Lesson 17:</u> <u>Teaching Point:</u> using all the strategies they know (chart with strategies).		
<u>Bend Four</u> <i>Learning Goal:</i>	<u>Lesson 18:</u> <u>Teaching Point:</u> using question words:	<u>Lesson 19:</u> <u>Teaching Point:</u>	<u>Lesson 20:</u> <u>Teaching Point:</u> understanding topics more deeply by making connections	<u>Lesson 21:</u> <u>Teaching Point:</u> explaining what they have learned to their reading partner

<p><i>Readers can have a better understanding of topics in nonfiction texts by...</i></p>	<p>who, what, when, where, why (helpful w's)</p>	<p>comparing and contrasting information by reading many nonfiction books.</p>	<p>to other books that they have read or with prior knowledge.</p>	<p>during a book talk and using the helpful w's and pictures to lead the conversation</p>
	<p>Lesson 22: Teaching Point: building their reading vocabulary by not only figuring out HOW to read the word, but also what the word MEANS.</p>	<p>Lesson 23: Teaching Point: making inferences about the big idea.</p>		
<p>Bend Five Readers understand biographies by...</p>	<p>Lesson 24: Teaching Point: realizing biographies are about real people.</p>	<p>Lesson 25: Teaching Point: noticing the chronological order to biographies.</p>	<p>Lesson 26: Teaching Point: understanding how to read a timeline.</p>	<p>Lesson 27: Teaching Point: realizing key information about the person is always included. *dates (birth/death) *hometown *schools attended *family *jobs *why they are remembered</p>
	<p>Lesson 28: Teaching Point: explaining what they have learned to their reading partner during a book talk and using the helpful w's and the pictures to lead the conversation.</p>			

Stage 1: Desired Results

Established Goals:**New Jersey Student Learning Standards (NJSLs) for English**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.

Literacy- Grade One

- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Transfer Goal:

The students will be able to independently use their learning to recognize, read, and reflect about a variety of texts, so that in the long run, they will be able to expand their experiences as readers and understand that readers can obtain information about a topic through many different genres and then share that information with others through writing.

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● <i>Topics can be explored in different genres</i> ● <i>Schema can help comprehension while reading different genres</i> ● <i>Connections can be made when reading about topics in different genres</i> ● <i>Providing evidence while sharing old and new knowledge about topics</i> 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are genres? ● What do you wonder about (topic)? ● What is visualization?
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Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● how to explore a topic across a text ● how to use previously learned knowledge to learn about new topics ● how to get started in a new topic and make connections as they learn across books. ● how listen, think, and talk and reflect about what they learned 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● browse, skim, and scan book baskets to discover and uncover topics. ● discuss what they think they know about the topic while activating schema in small group. ● read, gather, and share what they learned taking turns. ● think about what they want to learn about or what their wonderings are to help guide their research &/or reading. ● get started in their new topic independently ● read closely and use non-fiction text features: We use the heading to think about how all the information that follows fits together
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<p><i>Key Terms – visualization (making a movie in your head), schema, text features, glossary, context clues, illustrations, photographs, character traits, table of contents, index</i></p>	<ul style="list-style-type: none"> ● read closely and use the pictures and other strategies (replacing it with another word, the glossary, context clues) to help them understand unfamiliar, unknown words ● read closely and use the illustrations/photographs or deeper meaning. We look closely and read the caption, thinking “what else am I learning here?” ● use poems and use senses to visualize while they read about their topic and think what am I learning about the topic. ● read fiction and discuss/compare traits about the fictitious character and then compare actual facts about the topic. ● hunt for the answers to their questions by using the table of contents, index or other non fiction features to see if the book will answer the question before looking closely for answers. ● find and share evidence and read with group members by taking turns and saying something that goes with what our clubmate shared ● share and push themselves to find information in a book to show evidence of where we got the information from. ● discover the bigger idea based on what they have learned. We push ourselves to grow ideas by thinking “What does this make us think?” ● write to teach others about the their topic by using everything we know about writing all about books. Choose a topic from our club and write to teach information to others in the world.
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Stage 2: Acceptable Evidence

Transfer Task

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.
- Problem solve tricky words independently during reading workshop.
- Comprehend text by retelling a story to a partner.

Stage 3: Suggested Activities

- Baskets filled with poetry, nonfiction books, fiction books, magazines etc. that are topic driven (not level driven). You can use the books from the book room or your classroom.

Potential Teaching Points:

<p><u>Bend One</u> Learning Goal: Readers explore a topic across a text by...</p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u> Readers will browse, skim, and scan book baskets to discover and uncover topics.</p> <p>Ideas for Baskets: *Insects *Sea Life *Planets *Mammals *etc</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u> Readers will discuss what they think they know about the topic while activating schema in small group.</p>	<p><u>Lesson 3:</u> <u>Teaching Point:</u> Readers will read, gather, and share and share what they learned taking turns.</p>	<p><u>Lesson 4:</u> <u>Teaching Point:</u> Readers think what they want to learn about or what their wonderings are to help guide their research &/or reading.</p>
<p><u>Bend Two</u> Learning Goal: Readers will use previously learned knowledge to learn about new topics by...</p>	<p><u>Lesson 5:</u> <u>Teaching Point:</u> Readers will get started in their new topic.</p> <p>Step 1: look at the titles and think what they know about this topic</p> <p>Step 2: think and share what we already know about this topic</p> <p>Step 3: What wonderings and questions do we have about this topic</p> <p>Step 4: read & share what we learned about this topic</p>	<p><u>Lesson 6:</u> <u>Teaching Point:</u> Readers read closely and use non-fiction text features: We use the heading to think about how all the information that follows fits together</p>	<p><u>Lesson 7:</u> <u>Teaching Point:</u> Readers will use the pictures and other strategies (replacing it with another word, the glossary, context clues) to help them understand unfamiliar, unknown words</p>	<p><u>Lesson 8:</u> <u>Teaching Point:</u> Reader will look at illustrations/photographs or deeper meaning. We look closely and read the caption, thinking “what else am I learning here?”</p>

<p>Bend Three Learning Goal:</p> <p>Readers will get started in a new topic and will now make connections we learned across books.</p>	<p>Lesson 9: Teaching Point: Readers will use poems and use senses to visualize while they read about their topic and think what am I learning about the topic.</p>	<p>Lesson 10: Teaching Point: Readers will read fiction and discuss/compare traits about the fictitious character and then compare actual facts about the topic.</p>	<p>Lesson 11: Teaching Point: Readers hunt for the answers to their questions by using the table of contents, index or other non fiction features to see if the book will answer the question before looking closely for answers.</p>	
<p>Bend Four Learning Goal:</p> <p>Readers will listen and talk about what they learned by...</p>	<p>Lesson 12: Teaching Point: Readers find and share evidence and read with group members by taking turns and saying something that goes with what our clubmate shared</p>	<p>Lesson 13: Teaching Point: Readers share and push ourselves to find information in a book to show evidence of where we got the information from.</p>	<p>Lesson 14: Teaching Point: Readers will discover the bigger idea based on what they have learned. We push ourselves to grow ideas by thinking "What does this make us think?"</p>	<p>Lesson 15: Teaching Point: Readers will write to teach others about the their topic by using everything we know about writing all about books. Choose a topic from our club and write to teach information to others in the world.</p>

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for English

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Transfer Goal:

Students will be able to independently use their learning to recognize, read, and reflect about a variety of poems, so that in the long run, they will be able to expand their experiences as readers and understand the connection to other texts and real world situations.

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Readers discover the possibilities of poetry ● Readers hear the music of poetry ● Readers make movies in their minds when reading poetry ● Readers get the big idea of a poem 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What does a poem “look” like? ● What does the “music” of poetry look and sound like? ● How do you create a mental picture of what you are reading? ● How do you figure out what the poets “big idea” or purpose is?
<p>Knowledge & Skills</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to read many different types of poetry ● How to use the characteristics of poetry to help them read poetry with emotion, rhythm and beat. ● How to recognize different elements in a poem. ● How to visualize what a poem is about and draw a quick sketch about that poem. ● How to draw from their own experiences to connect with a poem/poet. <p><i>Key Terms – Main character, supporting character, feelings, expressions, tone, behavior, relationships</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand how poetry books or collections are organized ● Understand that special type, white space, line breaks, layout, and punctuation are characteristics of poetry. ● read a poem that uses special type, white space, line breaks, layout, and punctuation. ● pick out the music of poetry (rhyme, repetition, alliteration, onomatopoeia). ● read a poem with rhythm and beat. ● use their five senses to help them have a clear understanding and gain deeper meaning from a poem. ● visualize actions that are happening in a poem. ● draw on our imagination to make a quick sketch of the poem on paper. ● answer who, what, where, when, why questions as they read. ● investigate the inspiration of the poet as they read poetry. ● connect through schema as they read poetry. ● discover mood and feeling as they read poetry. ● look for emotion words as they read poetry. ● look for words that “pop out” as they read poetry.
<p>Stage 2: Acceptable Evidence</p>	
<p>Transfer Task.</p> <ul style="list-style-type: none"> ● Read and respond to poems. ● Comprehend poems by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections. ● Enjoy reading as a chosen leisure time pursuit. ● Problem solve tricky words independently during reading workshop. ● Comprehend text by retelling a poem to a partner. 	

Stage 3: Suggested Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> Readers discover the possibilities of poetry by...</p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u> exploring what poets write about and how their books or collections are organized.</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u> realizing that poets make decisions when writing so their poems “look” a certain way. *special type *white space *line breaks *layout *punctuation</p>	<p><u>Lesson 3:</u> <u>Teaching Point:</u> using our voices to read a poem the way it “looks”. *special type *white space *line breaks *layout *punctuation</p>	
<p><u>Bend Two</u> <i>Learning Goal:</i> Readers hear the music of poetry by...</p>	<p><u>Lesson 5:</u> <u>Teaching Point:</u> picking out sound: rhyme Poets create patterns of repeated final vowel or consonant sounds in two or more words.</p>	<p><u>Lesson 6:</u> <u>Teaching Point:</u> picking out sound: repetition Poets repeat words, phrases, and entire lines to establish a predictable rhythm that creates a poems groove.</p>	<p><u>Lesson 7:</u> <u>Teaching Point:</u> picking out sound: alliteration Poets use the repetition of initial sounds in two or more neighboring words or syllables.</p>	<p><u>Lesson 8:</u> <u>Teaching Point:</u> picking out sound: onomatopoeia Poets use words that sound like the things they represent.</p>
	<p><u>Lesson 9:</u> <u>Teaching Point:</u> hearing the rhythm and beat in a poem and using our voices to reflect that as we read.</p>			
<p><u>Bend Three</u> <i>Learning Goal:</i></p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p>

<p>Readers make movies in their minds when reading poetry by...</p>	<p>using their five senses to help them have a clear understanding and gain deeper meaning from a poem.</p> <p>*sound= dialogue or conversation, onomatopoeia, rhyme, alliteration, repetition *sight, touch, taste, and smell= detailed descriptions, strong adjectives, comparisons, symbols</p>	<p>visualizing actions that are happening in a poem.</p>	<p>visualizing actions that are happening in a poem.</p>	<p>drawing on our imagination to make a quick sketch of the poem on paper</p>
<p><u>Bend Four</u> <i>Learning Goal:</i> Readers get the big idea of a poem by...</p>	<p><u>Lesson 13:</u> <u>Teaching Point:</u> looking for clues: who, what, where, when, why as they read.</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u> looking for clues: investigating the inspiration of the poet as they read.</p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u> looking for clues: connecting through schema as they read.</p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u> looking for clues: discovering mood and feeling as they read.</p> <p>*how does this poem make me feel? *what senses does this poem touch? *what is this poem telling me?</p>
	<p><u>Lesson 17:</u> <u>Teaching Point:</u> looking for clues: emotion words as they read.</p> <p>(happy, sad, angry, frustrated, playful, lonely, serious)</p>	<p><u>Lesson 18:</u> <u>Teaching Point:</u> looking for clues: words that “pop out” as they read.</p> <p>(examples: delicate, graceful, ordinary)</p>		

Stage 1: Desired Results

Established Goals:**New Jersey Student Learning Standards (NJSLs) for English**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- B. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- F. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- G. Decode regularly spelled one-syllable words.
- H. Know final -e and common vowel team conventions for representing long vowel sounds.
- I. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- J. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- 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.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- D. 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).
- E. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- F. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Literacy- Grade One

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

Transfer Goal:

Students will be able to independently use their learning to read and reflect about a character across a series of texts, so that in the long run , they will expand their experiences as readers and understand that you can get to know a character and that the character can teach you real-life lessons.

Meaning

Enduring Understandings

Students will understand that:

- readers get to know their characters in deep and meaningful ways
- readers- like movie stars- give a character “voice”
- readers understand characters

Essential Questions:

- *How do you identify and get to know a character?*
- *What do you look for to sound like a character?*
- *How can you identify a character’s feelings and relate to them?*

Knowledge & Skills

Students will know:

- how to read several books in a series with the same main character.
- how to recognize a character’s personality traits.
- how to recognize if a character is similar or different than themselves.
- how to recognize changes in a character and what causes those changes.
- how to read books that have a lot of feelings and expression in them.
- how to use strategies to read longer books with many pages and harder words.
- how to make predictions about a character by thinking about their personality traits.
- how to have book talks with a partner.

Key Terms –

Main character, supporting character, feelings, expressions, tone, behavior, relationships

Students will be able to:

- identify the main character/ supporting character.
- identify character traits.
- wonder about their character.
- notice similarities/ differences of characters to self.
- know a character’s wants, struggles and motivations
- anticipate/infer how character will act/feel.
- reflect on character’s change or development.
- match their voices to the story using punctuation and dialogue tags (said, yelled...) to guide their reading.
- use the correct volume and tone to show the character’s feeling.
- make their voices change when the character’s feelings change.
- become a character using facial expressions, their body, and gestures.
- reread to get the tone and expression just right
- stop after chunks of text and asking themselves, “What is going on so far, what are the characters doing and saying?”.
- recognize patterns in character behavior and predicting what the characters might do next.
- notice the relationships between characters.
- notice character’s actions that reflect on what type character they might be.

Stage 2: Acceptable Evidence

Transfer Task.

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.
- Problem solve tricky words independently during reading workshop.
- Comprehend text by retelling a story to a partner.

Stage 3: Suggested Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal:</i> Readers get to know their characters in deep and meaningful ways by...</p>	<p>Lesson 1: Teaching Point: identifying the main character/ supporting character.</p>	<p>Lesson 2: Teaching Point: identifying character traits. Create an anchor chart of physical traits (outside) and personality traits (inside).</p>	<p>Lesson 3: Teaching Point: wondering about their character.</p>	<p>Lesson 4: Teaching Point: noticing similarities/ differences of characters to self (crawl inside of their character’s skins, noticing, experiencing, and understanding the strong emotions that the character is experiencing).</p>
	<p>Lesson 5: Teaching Point: knowing a characters wants, struggles and motivations (the WHY?)</p>	<p>Lesson 6: Teaching Point: anticipating/inferring how character will act/feel.</p>	<p>Lesson 7: Teaching Point: reflecting on character’s change or development.</p>	
<p>Bend Two <i>Learning Goal:</i> Readers- like movie stars- give a character “voice” by...</p>	<p>Lesson 8: Teaching Point: matching their voices to the story using punctuation and dialogue tags (said, yelled...) to guide their reading.</p>	<p>Lesson 9: Teaching Point: using the correct volume and tone to show the character’s feeling</p>	<p>Lesson 10: Teaching Point: making their voices change when the character’s feelings change.</p>	<p>Lesson 11: Teaching Point: becoming a character using facial expressions, their body, and gestures.</p>
	<p>Lesson 12:</p>			

	Teaching Point: rereading to get the tone and expression just right.			
Bend Three <i>Learning Goal:</i> <i>Readers understand characters better by...</i>	Lesson 13: Teaching Point: stopping after chunks of text and asking themselves, "What is going on so far, what are the characters doing and saying?".	Lesson 14: Teaching Point: recognizing patterns in character behavior and predicting what the characters might do next.	Lesson 15: Teaching Point: noticing the relationships between characters	Lesson 16: Teaching Point: notice character's actions that reflect on what type character they might be.
	Lesson 17: Teaching Point: comparing the life lessons in a book to their own lives.	Lesson 18: Teaching Point: having book talks with someone that is reading or has already read the same book		

Writing Units of Study

Writing Unit One Title / Topic: Launching	Unit Duration: 5 weeks
Stage 1: Desired Results	
<p>Established Goals: New Jersey Student Learning Standards (NJSLs) for English W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p>Transfer Goal: Students will be able to independently use their learning to think, plan, draft and revise their writing to share with others</p>	
Meaning	
<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● <i>Good writers write often.</i> ● <i>Writers write for various purposes.</i> ● <i>Writers write and publish by going through the writing process.</i> ● <i>Writers focus on one idea.</i> ● <i>Writers organize their ideas.</i> ● <i>Writers self reflect and set future writing goals.</i> 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What do good writers do? ● Where do writers get their ideas? ● How do writers organize their work? ● How do writers improve their writing?
Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The writing process is thinking, touching and telling across pages, drawing and writing, and revising (song) ● That they can clap or tap out words to help them spell ● resources around the room can be used to help with spelling ● begin each sentence with a capital letter and end each sentence with a special mark <p style="text-align: center;">C=capitals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● add pictures and words so that their stories are the best they can be before they start a new piece ● use writing workshop tools to help them organize writing ● use skills from foundations to help spell words ● revise writing by adding details to help tell who, what, and where to make writing clear

<p>O=overall appearance P=punctuation S=spelling</p> <ul style="list-style-type: none"> • a checklist can be used to help edit writing • write about people, places, and things that they care about • add pictures to make a story clear • keep their work organized • use foundations skills learned to help them spell words • apply mechanics to make story readable • add feelings and actions to writing (or through pictures) to make it more interesting 	<ul style="list-style-type: none"> • brainstorm ideas to share by thinking about people they spend time with and places they like to go
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Stage 2: Acceptable Evidence

Transfer Task

Students will be able to engage in the full writing process including their writing with others

Stage 3: Activities

Potential Teaching Points:

<p><u>Week One</u></p>	<p>Day One: Mini Lesson: Teach all of the writing process (think, think, think (think about a story form your life)...touch and tell (touch each page and orally tell)..... draw and write.....and revise (we always add more to our story).</p> <p>Share: Writers preserve their writing by creating folders so that they can return to their writing day after day.</p>	<p>Day Two: Mini Lesson: Writers revise by adding pictures and words so that their stories are best they can be before they start a new piece</p> <p>Share: Writers keep going independently by using the supplies from the writing center so that they can share more and more stories with the world.</p>	<p>Day Three: Mini Lesson: (Please note- throughout the rest of the unit....the order doesn't matter in terms of what you teach....think, touch and tell, draw and write, and revise) If students are struggling with coming up with an idea then teach how to brainstorm ideas.) e.g., Generating lesson = Writers generate ideas by thinking of people they spend time with, things they like to do, places they like to go so that</p>	<p>Day Four: Mini Lesson: (Detail lesson – Want to pick another part of the writing process for each consecutive lesson and the order does not matter.) Writers draw by adding more details of who, what, when, where so they make a clear picture for the reader.</p> <p>Share:</p>
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	(introduce red & green organizing technique)		<p>they can share their lives with others. (Think, Think, think).(E.g., brainstorm a chart of ideas)</p> <p>*the important thing is that you are not writing all about these things but you are writing about one single thing about the idea. You can generate a class list for the students and post it.</p> <p>Share: Writers keep their tools organized by keeping a toolbox so that they can find things easily.</p>	
<u>Week Two</u>)	<p>Day Five: Mini Lesson: Writers plan their stories by “visualizing” a movie in their minds or “dramatizing” the story or “telling” it across their fingers to a partner so the writing has a beginning, middle and end.</p> <p>Share:</p>	<p>Day Six: Mini Lesson: Writers spell by saying the words and spelling what they hear so the writing is readable. (Don't need to have a mentor text in a spelling lesson)</p> <p>Share:</p>	<p>Day Seven: Mini Lesson: Writers spell longer words by clapping out the parts, saying each part slowly so that their writing is readable.</p> <p>Share:</p>	<p>Day Eight: Mini Lesson: Writers spell the best they can by using the resources around the room so their writing is readable.</p> <p>Share:</p>
<u>Week Three</u>	<p>Day Nine: Mini Lesson: Writers write sentences beginning with capital letters so that their writing is legible. (writing conventions) (expand upon the rest of the sentence is lower case)</p>	<p>Day Ten Mini Lesson: Writers write with spacing so that others can read it. (show them how to space the letters)</p> <p>Share:</p>	<p>Day Eleven: Mini Lesson: Writers make their writing readable by ending their sentences with a punctuation mark so that readers know when to stop or pause.</p> <p>Share:</p>	<p>Day Twelve: Mini Lesson: Writers work with partners with before (tell us our plan for writing), during writing (as a resource) and after writing (re-read and share our writing) so that they improve their writing. (You expand upon</p>

	Share:			each part with the students explaining each part) Share:
<u>Week Four</u>	Day Thirteen Mini Lesson: Writers draw and write by including action so that their writing is more interesting. (Show students that illustrations should use action lines (Ie. Instead of I played soccer: I kicked the ball) Share:	Day Fourteen Mini Lesson: Writers elaborate by including sound words, environmental print and speech bubbles so the writing is more interesting. (Revision lesson - (speech bubbles, onomatopoeia, environmental signs)) Share:	Day Fifteen Mini Lesson: Writers revise by adding leads and endings so that readers feel so though they are in the moment with us. Share: Writers select by thinking which story is most meaningful so that they publish their best work.	Day Sixteen Mini Lesson: Writers revise for publication by adding including details of who, what , and where (could be a chart) – in either words or pictures so that they can make a clear picture for the reader. Share: Writers select by thinking which story is most meaningful so they can publish their best work. ****

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

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

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

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

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

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

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

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

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

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Transfer Goal:

Students will be able to independently use their learning to generate ideas and write detailed stories by thinking about a memory that took place one time, in one place, in order to share these memories with others

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● a small moment is a memory that took place one time in one place ● Powerful writers will have a clear purpose ● Powerful writers consider their audience. ● favorite authors can help craft our own writing 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is a small moment? ● How do writers draw upon personal experience to write a narrative? ● How do writers organize a piece of writing? ● How do writers connect with the reader? ● Why do writers use various genres of writing? ● How can favorite authors help us when we write our own stories?
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Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● How to generate ideas for small moments by thinking of first times, last times or times when they learned something new ● How to use transition words to show beginning, middle, and end in a story ● How to use leads to help orient a reader and some leads that help our writing are time of day, day of the week, time of the year, weather, or setting ● How to add verbs and adjectives and feelings to writing to help readers picture the story in their mind ● the key qualities of the Organization trait. ● Illustrations and descriptive details help recreate special places ● How to choose a topic based on purpose and audience 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● write about a small moment (watermelon seed) ● use strategies and tools to help make writing readable ● add details to small moments (stretch the small moment like a rubberband) ● use transition words in writing to move their story ● use their feelings during that small moments to help a reader feel connected ● Work through the writing process to complete a finished piece ● Identify qualities of powerful beginning, middle and endings • ● Recognize different types of writing (opinion, narrative, informative and picture prompt piece) ● Describe details to recreate a memorable experience ● Organize and pre-write a piece with a beginning, middle and end ● Examine and emulate how authors use illustrations and descriptive details to recreate special places ● Make a judgment about a writing piece and explain their reasoning ● Write a declarative, interrogative and exclamatory sentence ● Apply writing skills from Writing Workshop in their notebook entries and published piece. ● Self reflect and set goals for future writing.
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Stage 2: Acceptable Evidence

Transfer Task

Student will be able to write narrative about a small moments that reflect a real experience from their life.

Stage 3: Activities

Potential Teaching Points:

<p>Week One</p>	<p>Writers generate ideas for small moment stories by thinking of memories that took place one time and in one place so that we can share our memories with others.</p> <p>We think, think, think. Touch and Tell. Sketch and Write. Then Revise.</p>	<p>Writers add details to their stories by including who else was there (people), what was happening (actions), when and where the story took place (setting) so that the reader can make a clear picture in their mind.</p>	<p>Writers get started in a new story or revise older stories by beginning with a lead:</p> <ul style="list-style-type: none"> ● Time of Day ● Day of the Week ● Time of Year ● Weather ● Setting <p>so that they can orient the reader.</p>	<p>Writers show beginning, middle, end by using temporal words:</p> <ul style="list-style-type: none"> ● Then, ● Next, ● After that ● Later, ● Suddenly, ● Moments after, <p>so that they move the reader through the story.</p>	<p>Writers close their stories by using close-in endings:</p> <ul style="list-style-type: none"> ● Feelings ● Reflections ● An Action ● Dialogue ● Show-Not-Tell <p>So that they stay in the moment.</p>
<p>Week Two</p>	<p>Writers think of new ideas for small moments by thinking of first times, last times or times when they learned something new so that they can share their memories with others.</p>	<p>Writers use more detail in the stories by including actions and precise verbs so that the reader can make a clear picture in their mind.</p> <p>(Teach kids to write “I climbed the ladder. I sat at the top. I pushed myself down the slide” rather than say “I went on the slide.”)</p>	<p>Writers use more details by including feelings throughout the story so that the reader feels connected.</p> <p>We can directly state our feelings: “I was scared.”</p> <p>We can show them through action or dialogue: “I hugged my mom and said I love you.”</p> <p>We can use show-not-tell: “My heart started beating fast and my tummy flip-flopped.”</p>	<p>Writers use more details by including dialogue in their stories so that the reader feels like they were in the moment.</p> <p>We can add it in the pictures using speech bubbles or we can add it on the sentence line using words like said, shouted, whispered, etc.</p>	<p>Writers use more detail by using adjectives that describe so that the reader gets a clear picture in their mind.</p>

Week Three	<p>Writers spell the best way they can by using all their strategies, tools and resources so that their writing is readable.</p> <p>We can:</p> <ul style="list-style-type: none"> ● Tap it out ● Clap out the parts and say each part slowly ● Listen for word parts or parts of known words ● Find words around the room ● Asking a partner 	Writers end their sentences with periods, exclamation points, and question marks so that their writing is readable.	Writers write sentences by starting with an uppercase letter and making sure all the other letters are lowercase (except for names) so that their writing is readable.	Writers fix up their writing by reading it with a partner (sitting hip to hip, one story in the middle) so that they can give each other feedback and tips.	Writers use author's craft by adding ellipses in important parts to build suspense and tension.
Week Four	Writers use author's craft by playing with font to show meaning (bold, all caps, etc)	Writers use can use sensory details by adding sound words so that the reader feels as if they were in the moment.	Writers select the piece they want to publish by thinking which is my best idea, which is an important moment that I want to share with the world and why?	Writers further revise by using all that they have learned throughout the unit so that their writing is the best that it can be.	Writers edit by using an editing checklist so that their writing is readable.
Week Five	Writers prepare to publish by coloring the pictures, making a cover with a catchy title, and writing a dedication.	CELEBRATION			

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

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

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

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

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

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

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

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

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

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

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

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Transfer Goal:

Students will be able to independently use their learning to plan, write, revise, and share their piece of realistic fiction, so that in the long run, they will be able to expand their writing experiences and understand that writing can be shared in real world situations.

Meaning

Enduring Understandings

Students will understand that:

- writers create a character and brainstorm (this is done with the teacher as a whole class)
- writers create a character and interesting stories
writers revise and celebrate
- Good writers base writing upon their own experiences
- Writers use specific word choice to describe details in their writing
- Powerful writers consider their audience.

Essential Questions:

- How do you create a character and an interesting story that has a problem/solution?
- How do you write a story that is interesting and keeps the reader entertained?
- How do you “fix-up” your writing?
- How do you celebrate your writing?
- How do writers use Word Choice to be specific in their writing?
- How do writers use their own experiences to create a realistic fiction pieces?
- How do writers connect with the reader?

Knowledge & Skills

Students will know:

- how to brainstorm ideas for a character and a story.
- how to create interesting stories with a character, setting, realistic problem and realistic solutions.
- how to use strategies to spell words the best they can.
- how to revise a story that they have created.
- how to share their completed stories with an audience.
- *Realistic Fiction pieces include characters, settings, conflicts and emotions that are based on real life experiences*
- How to Actively Write:
 - Generate ideas.
 - Select an idea.
 - Collect and organize details about their idea.
 - Draft.
 - Revise.
 - Edit.
 - Publish.
 - Share

Students will be able to:

- Identify features of realistic fiction
- Write a realistic fiction piece
- create a character by dreaming up someone who is like themselves and include their traits (internal and external), likes/dislikes, talents and struggles so they can write in realistic ways. (Have students create a drawing of a character and list all the details) .
- think of ideas by thinking about everyday kinds of problems and solutions that people and characters might face.
- think of ideas by thinking about wants and needs that people and characters might have.
- think of ideas by thinking of common themes and problems/ solutions in popular books, TV shows and movies that people and characters might face.
- choose a problem/want/need and plan how their story will go across 5 fingers/pages

- write using the character's names and words like him, her, his, and not I, so that they write using a narrator's voice.
- build tension between scenes by using ellipses and/or words that they keep the reader interested.
- plan new stories by first imagining several ways that it can go, thinking "what do I want to show or teach people?" and making decisions with their partners so that their ideas are realistic and interesting.
- begin each scene with an action by acting it out or making a movie in their minds so that they write with vivid verbs.
- elaborate by using dialogue so that they can show how characters interact with one another. We can do this in the picture with speech bubbles or in the sentence line.
- elaborate by including the character's feelings and how those feelings change so that the reader feels more connected to the story.
- show-not-tell feelings by using actions, dialogue, thoughts, gestures and body reactions so that the reader can really understand how the character feels.
- use more descriptive details by using their senses to describe people, places and things so that the reader feels connected.
- spell new words by using all the strategies they know from previous units so that their writing is readable.
- use more descriptive details by using their senses to describe people, places and things so that the reader feels connected.
- spell new words by using all the strategies they know from previous units so that their writing is readable.
- create stronger endings by summarizing the lesson learned so that the reader is can learn from the character.
- select and further revise the story they want to take to publication by trying out different types of leads that they find in mentor texts thinking which type of lead really sets up my story so that they can hook the reader in.
- revise by rereading and adding more details to the pictures and words or by taking away details that aren't important to the story so that their writing is clear and interesting.
- edit by using a checklist with partners, checking for spelling, punctuation and capitalization so that their writing is readable.
- prepare to publish by creating vivid and detailed illustrations and a catchy title and cover that interests the reader.

- celebrate their writing

Stage 2: Acceptable Evidence

Transfer Task

Student will be able to create piece of realistic fiction.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> Writers create a character and brainstorm lists by... (this is done with the teacher as a whole class)</p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u> dreaming up someone who is like themselves and include their traits (internal and external), likes/dislikes, talents and struggles so they can write in realistic ways. (Have students create a drawing of a character and list all the details)</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u> thinking about everyday kinds of problems and solutions that people and characters might face. (Create a T-Chart with students. Begin a class realistic fiction story)</p>	<p><u>Lesson 3:</u> <u>Teaching Point:</u> thinking of ideas by thinking about wants and needs that people and characters might have. (Create a T-Chart with students. Continue the class realistic fiction story)</p>	<p><u>Lesson 4:</u> <u>Teaching Point:</u> thinking of ideas by thinking of common themes and problems/ solutions in popular books, TV shows and movies that people and characters might face. (Create a T-Chart with students. Continue the class realistic fiction story)</p>	
<p><u>Bend Two</u> Writers create a character and interesting stories by...</p>	<p><u>Lesson 5:</u> <u>Teaching Point:</u> choosing a problem/want/need and plan how their story will go across 5 fingers/pages: 1. Introduce char., action, & setting. 2. Character faces a problem</p>	<p><u>Lesson 6:</u> <u>Teaching Point:</u> writing using the character's names and words like him, her, his, and <i>not I</i>, so that they write using a narrator's voice.</p>	<p><u>Lesson 6:</u> <u>Teaching Point:</u> building tension between scenes by using ellipses and/or words like "suddenly, moments later, after that, not before long, before he knew it, later that day, But, the next morning..." so that they</p>	<p><u>Lesson 7:</u> <u>Teaching Point:</u> building tension between scenes by using ellipses and/or words like "suddenly, moments later, after that, not before long, before he knew it, later that day, But, the next morning..." so that they</p>	

	<p>3. Attempts to solve it one way</p> <p>4. Attempts to solve it another way</p> <p>5. Finally solves the problem so that they can begin drafting a story.</p>		keep the reader interested.	keep the reader interested.	
	<p><u>Lesson 8:</u> <u>Teaching Point:</u> planning new stories by first imagining several ways that it can go, thinking “what do I want to show or teach people?” and making decisions with their partners so that their ideas are realistic and interesting.</p>	<p><u>Lesson 9:</u> <u>Teaching Point:</u> beginning each scene with an action by acting it out or making a movie in their minds so that they write with vivid verbs.</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u> elaborating by using dialogue so that they can show how characters interact with one another. We can do this in the picture with speech bubbles or in the sentence line.</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u> elaborating by including the character’s feelings and how those feelings change so that the reader feels more connected to the story.</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u> showing-not-telling feelings by using actions, dialogue, thoughts, gestures and body reactions so that the reader can really understand how the character feels.</p>
	<p><u>Lesson 13:</u> <u>Teaching Point:</u> using more descriptive details by using their senses to describe people, places and things so that the reader feels connected.</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u> spelling new words by using all the strategies they know from previous units so that their writing is readable.</p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u> creating stronger endings by summarizing the lesson learned so that the reader can learn from the character.</p>		
<p><u>Bend Three</u> Writers revise and celebrate by...</p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u> selecting and further revise the story they want to take to publication by trying out different types of leads that they find in</p>	<p><u>Lesson 17:</u> <u>Teaching Point:</u> by rereading and adding more details to the pictures and words or by taking away details that aren’t important to the</p>	<p><u>Lesson 19:</u> <u>Teaching Point:</u> by using a checklist with partners, checking for spelling, punctuation and capitalization so that their writing is readable.</p>	<p><u>Lesson 20:</u> <u>Teaching Point:</u> preparing to publish by creating vivid and detailed illustrations and a catchy title and cover that interests the reader.</p>	<p><u>Lesson 21:</u> <u>Teaching Point:</u> Sharing their favorite story with their peers.</p>

	mentor texts thinking which type of lead really sets up my story so that they can hook the reader in.	story so that they writing is clear and interesting.			
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - H. Use determiners (e.g., articles, demonstratives).
 - I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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.
 - C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Transfer Goal:

Students will be able to independently use their learning to plan, write, revise, and share their how-to writing, so that in the long run, they will be able to expand their writing experiences and understand that instructional writing can be used in real world situations.

Meaning

Enduring Understandings

Students will understand that:

- Writers share their expertise by writing about real world topics.
- Informative writing teaches the reader about a specific topic or procedure.
- writers plan
- writers add detail
- writers teach
- writers revise and celebration

Essential Questions:

- How can we use procedural (How-to) writing to share experiences and teach others?
- What strategies do you use to plan a How-To book?
- How can you add explicit detail?
- How can you teach how to do something in a sequential order?
- What revision and editing strategies do you use to make your writing easier for others to read?
- How do you celebrate how-to books?

Knowledge & Skills

Students will know:

- how to plan a how-to book.
- how to write a how-to book that includes a cover and a title.
- transition words can be used to tell step by step procedure
- how to add explicit details to a how-to book with words, labels, and drawings.
- how to revise completed work to make their directions clear to the reader.
- An informative text gives information about real world topics.
- A topic is an area of the student's expertise.
- Authors can be mentors to other writers.
- Elaboration makes writing more meaningful for the reader.
- How-To books have a specific structure (i.e., procedural steps in a sequence, words, and pictures).
- How-To Books teach the readers how to do something specific.

Students will be able to:

- think of ideas by thinking about things they know how to do so they can teach it to others. We name the steps across our fingers, then draw and write each step.
- illustrate by zooming into the action and important parts to help the reader better understand what they are teaching.
- put their steps in order by using numbers or sequencing words to help the reader follow each step.
- think of more ideas for procedural books by thinking about our classroom procedures and routines throughout the day so they can teach them to others.
- plan their procedural books by visualizing and acting out each step with a partner so they can remember to include every step.
- show action by drawing objects in motion so it is clear for the reader. writers add more to their pictures by using labels, arrows and action lines to make it clearer for the reader.
- add more to their pictures by using labels, arrows and action lines to make it clearer for the reader.
- talk directly to the reader by using a bossy voice so the reader can follow along.
- teach by using exact action words so that it is clearer for the reader.
- teach by including a materials list or things you need page so that the reader knows what they need ahead of time.
- teach by using details by including exact describing words so that the reader can follow along.
- teach by adding more by including tips, cautions and warnings so that the reader can be safe and successful.
- revise and celebrate by choosing their best writing to make it better.
- revise and celebrate by adding, changing or taking away steps to make sure that it follows the right order and makes sense.
- revise and celebrate by checking to see if they used most of what they have learned so that their books are stronger and clearer.
- revise and celebrate by pointing under each word and rereading aloud so they can listen for words they may need to add or take away.
- revise and celebrate by writing an introduction by using questions or background information so that they can introduce the reader to the topic.

- revise and celebrate by editing by checking for upper and lower -case letters, punctuation, and word wall words.
- revise and celebrate by preparing to publish by coloring their pictures with details.
- revise and celebrate by preparing to publish by creating a cover with a title.
- celebrate by sharing their best writing with an audience

Stage 2: Acceptable Evidence

Transfer Task

Student will be able to create a How To Book.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> Writers plan by...</p>	<p><u>Lesson 1:</u> <u>Teaching Point:</u> Writers think of ideas by thinking about things they know how to do so they can teach it to others. We name the steps across our fingers, then draw and write each step.</p> <p>*Brainstorm a list of topics (things they know how to do).</p>	<p><u>Lesson 2:</u> <u>Teaching Point:</u> Writers illustrate by zooming into the action and important parts to help the reader better understand what they are teaching.</p> <p>*Teach students that they should zoom-in in their illustrations</p>	<p><u>Lesson 3:</u> <u>Teaching Point:</u> Writers put their steps in order by using numbers or sequencing words to help the reader follow each step.</p> <p>*Show students how to number each step and use sequencing words such as first, next and last. (Can use both numbers and words).</p>	<p><u>Lesson 4:</u> <u>Teaching Point:</u> Writers think of more ideas for procedural books by thinking about our classroom procedures and routines throughout the day so they can teach them to others.</p> <p>*Brainstorm a list of classroom procedures like packing up, washing hands etc.</p>
	<p><u>Lesson 5:</u> <u>Teaching Point:</u> Writers plan their procedural books by visualizing and acting out each step with a partner so</p>			

	they can remember to include every step.			
Bend Two <i>Learning Goal:</i> Writers add detail by...	Lesson 6: Teaching Point: Writers show action by drawing objects in motion so it is clear for the reader.	Lesson 7: Teaching Point: Writers add more to their pictures by using labels, arrows and action lines to make it clearer for the reader.		
Bend Three <i>Learning Goal:</i> Writers teach by...	Lesson 8: Teaching Point: Writers talk directly to the reader by using a <i>bossy</i> voice so the reader can follow along. *If the children are writing in the first person... teach them to say "you" instead of "I".	Lesson 9: Teaching Point: using exact action words so that it is clearer for the reader. *Brainstorm precise action words like....mix, pour, place, move, slide, roll etc. *For a mid-workshop interruption, you might teach kids to add adverbs.	Lesson 10: Teaching Point: including a <i>materials list</i> or <i>things you need page</i> so that the reader knows what they need ahead of time.	Lesson 11: Teaching Point: using details by including exact describing words so that the reader can follow along. *Brainstorm or talk about adjectives.
	Lesson 12: Teaching Point: adding more by including tips, cautions and warnings so that the reader can be safe and successful. (Walk On; by M. Frazee) *We can add it to the bottom of the page or in a call out box and we can use bold, all caps or exclamation points to stress			

	important things.			
<p align="center">Bend Four <i>Learning Goal:</i> Writers revise and celebrate by...</p>	<p><u>Lesson 13:</u> <u>Teaching Point:</u> choosing their best writing to make it better.</p> <p>*When we pick our piece, we reread it to our partners and ask “what am I missing?” What more should I add?”</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u> adding, changing or taking away steps to make sure that it follows the right order and makes sense.</p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u> checking to see if they used most of what they have learned so that their books are stronger and clearer.</p> <p>*Create a revision chart that includes zoomed in pictures, action words, arrows and labels, tips and warnings, step numbers and sequencing words.</p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u> pointing under each word and rereading aloud so they can listen for words they may need to add or take away.</p>
	<p><u>Lesson 17:</u> <u>Teaching Point:</u> writing an introduction by using questions or background information so that they can introduce the reader to the topic.</p>	<p><u>Lesson 18:</u> <u>Teaching Point:</u> editing by checking for upper and lower -case letters, punctuation, and word wall words.</p>	<p><u>Lesson 19:</u> <u>Teaching Point:</u> preparing to publish by coloring their pictures with details.</p>	<p><u>Lesson 20:</u> <u>Teaching Point:</u> preparing to publish by creating a cover with a title.</p>
	<p><u>Lesson 21:</u> <u>Teaching Point:</u> Sharing their best writing with an audience</p>			

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

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

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

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

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

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

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

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

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

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

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

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

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

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

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

F. Use frequently occurring adjectives.

G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

H. Use determiners (e.g., articles, demonstratives).

I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

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

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

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

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

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

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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

Transfer Goal:

Students will be able to independently use their learning to generate ideas and write about topics they are familiar with and create a nonfiction book about these facts

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● we can create books about topics we are “experts” on ● when writing an All About Book we must tell facts (tell facts across fingers, grabbing each page...) ● we can add more detail to a fact when we give examples, compare or describe something ● Writers share their expertise by writing about real world topics. ● Writers choose the right genre for their audience and/or topic 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is an expert? ● What strategies can we use as we begin writing books All About books? ● What are some things we know a lot about? ● Why do writers choose specific structures and genres? ● How can writing about real world topics impact readers? ● How can collaboration with others impact informational text writing?
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Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● All About books are written to teach others ● facts are included in All About Books ● illustrations can teach a reader more about a topic ● we can write about places we go, things we have and love, places we are from, hobbies and interests, or people we know or admire ● other books can help when we want to add more information to an All About Books ● How to recognize the genre of nonfiction through discussion and exploration of the three types of unit mentor texts (reference, literary nonfiction, and biography). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● plan All About books by telling facts they know across their fingers ● add to writing by giving more detail to the fact ● add illustrations to teach more (labels and captions) ● add opinions and questions to All About Books ● think about numbers, shapes, colors, sizes, and textures to add more detail to writing ● monitor for meaning and use fix-up strategies while reading nonfiction texts in order to ensure understanding and improve comprehension. ● enhance their understanding of the big ideas found in nonfiction texts by asking questions in order to identify important information and determine the writer’s message.
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- How to identify nonfiction text features and will use these features to locate, understand, and analyze information.
- How to understand that nonfiction reading takes patience and time and that they need to stop, read, reread, and notice the key details and new ideas that nonfiction writers include in their books.

- Create a Table of Contents helps organize information and guide them to the section or page number where they can locate and read information.
- Create captions and labels provide valuable information to help them better understand the nonfiction books they are reading.
- Use fix-up strategies background knowledge, and context clues. To determine the meaning of unfamiliar, content specific vocabulary
- make personal and textual connections before, during, and after reading in order to have a deeper understanding of the topics they explore in their books by
- Ask who, what, where, when, why, and how questions to help them clarify and understand information they encounter in the nonfiction books they listen to and/or read.
- decipher two different literary nonfiction selections in order to compare and contrast the presentation of information, the word choices, the use of literary language, and the story being share.
- better understand the information they read by recognizing and understanding the sequential structures of nonfiction.

Stage 2: Acceptable Evidence

Transfer Task

Student will be able to create their own All About Book.

Stage 3: Activities

Potential Teaching Points:

<p>Week One</p>	<p>Writers generate ideas by thinking about topics that they know a lot about to teach it to others. We can think of everything we are experts at and create book covers for every possible book we can</p>	<p>Writers get started by choosing a book cover telling the facts they know across their fingers grabbing a page for each fact and writing. TIP - Model for students how at first you can say only a few</p>	<p>Writers either draft or revise by saying more about each fact. We can add a second or third sentence by giving examples, making a comparison or describing in more detail.</p>	<p>Nonfiction writers teach more by using detailed illustrations. We can zoom in, show action, use arrows to show direction and labels to help explain. TIP - Create a chart that shows an example of each.</p>
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	write. TIP - during the mini lesson, create a chart of topics using the following categories - places they go, things we do, things we have and love, place we are from, hobbies and interests, people we know or admire.	things about a topic and how you do not write that book because you do not enough.		
Week Two	Writers add more parts to their books by including diagram pages different kinds of pages and/or a how to chapter. TIP - Create a chart that shows paper choice and a use for each.	Writers plan each chapter by thinking about just right paper that goes with the information they want to teach. TIP - Create a chart of the different chapter paper choices and teach students examples for each one.	Writers write more and more books using everything they have learned. We can say more about the topic using words like - all, most, some, many and few to help us elaborate.	Writers elaborate by not only using examples, comparisons and descriptions but also add opinions, cautions or dangers, reactions or ask the reader a question.. TIP - Elaboration chart with and examples for each.
Week Three	Writers can say more about their topics by thinking about categories of information by thinking about numbers, shapes, colors, sizes, and textures.	Writers can add more to out all about books using call out boxes that include fun facts, additional information, captions, warnings, tips or new vocabulary.	Writers can plan, draft or revise all about books by reading our books to our partners and asking "what else should I add" or "what else would you like to know?"	Writers can try a different structure by creating a question and answer book.
Week Four	Writers can include another chapter by inserting a how to about their topic using everything we learned last month.	Writers can sometimes look at another book about their topic to add more or clear up information.	Writers look at mentor texts and think I want to try that and include a table or context, glossary and/or index.	Writers select by choosing a book that they have the most to say about and they feel proudest of. We share it with our partners and ask "What more should I add?"
Week Five	Writers revise by pointing under	Writers further revise by playing	Writers edit by making sure	Writers edit by using

	<p>each word as they read out loud, asking "does this make sense, does this sound right?"</p> <p>We can insert missing words, fixed the ones that don't sound right and remove words that don't belong.</p>	<p>with font sizes and punctuation.</p> <p>We can use bold or larger sizes for chapter headings, special vocabulary or important information as well as, exclamation points for WOW information.</p>	<p>they begin all sentences with capital letters and end sentences with punctuation.</p>	<p>environmental print and other resources to check for spelling.</p>
Week Six	<p>Writers prepare for publication by making sure their drawings are realistic and colorful.</p>	<p>Writers prepare for publication by either recopying a sloppy part or including an all about author page.</p>	<p>Writing Celebration.</p>	

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K. Print all upper- and lowercase letters.
 - L. Use common, proper, and possessive nouns.
 - M. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - N. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - O. 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. Use frequently occurring adjectives.
 - Q. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - R. Use determiners (e.g., articles, demonstratives).
 - S. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - T. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- F. Capitalize dates and names of people.
 - G. Use end punctuation for sentences.
 - H. Use commas in dates and to separate single words in a series.
 - I. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - J. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- D. Use sentence-level context as a clue to the meaning of a word or phrase.
 - E. 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.
 - F. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- E. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- F. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - G. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - H. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Transfer Goal:

Students will be able to independently use their learning to write a text/letter with an opinion and supportive reasons.

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● persuasive writing is a way of expressing one’s opinion. ● persuasive writing can help make a change ● People form and have varying opinions based on their experiences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is an opinion? ● How can letter writing affect change? ● How can persuasive language be used to enhance letters? ● How can I use writing skills to share my opinions and persuade others?
<p>Students will know:</p> <ul style="list-style-type: none"> ● the difference between fact and opinion. ● how to connect to real life and present opinions with support. ● how to construct a letter to persuade one to make a change ● how to include supporting details, examples, solutions to persuade and make a change ● partners can help in the editing and revising process ● Opinions are formed by a belief, judgment, or attitude. ● Opinions can change as you gain new information. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● brainstorm a list of opinions (Favorite pet, favorite season...) ● support opinion with at least 3 reasons ● brainstorm ideas that they would want to change at home, at school or in the community ● support reason for change in at least 3 sentences ● construct a persuasive letter properly (Friendly Letters include heading, greeting, body, closing and signature) ● provide examples and/or solutions to help the reader visualize ● be more persuasive by asking the reader questions to ponder so that the reader can empathize with their cause. ● check their letters to make sure it sounds right. We do this by rereading our story out loud to make sure we haven’t left anything out. We do this so we can include all the important details in our letters. (C.O.P.S) ● writers use partners to check their letters. We do this by reading our letter out loud to our partner as we touch each word and they listen and offer advice. ● edit by selecting appropriate paper and recopying the letter so that it is readable. ● publish by addressing the letter and sending it to your audience so that you can communicate your problem and it can be changed. ● Formulate an opinion about a topic based on personal preferences

- Introduce readers to the topic by stating an opinion
- Support their opinions by providing reasons and details that persuade readers to think a certain way
- Purposely conclude the writing piece
- Provide and receive feedback to/from writing partner

Stage 2: Acceptable Evidence

Transfer Task

Students will write a text/letter with an opinion and supportive reasons.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> <i>Writers can connect to real life and present opinions with support.</i></p>	<p><u>Lesson One:</u> <u>Teaching Point:</u></p> <p>Fact or Opinion: Writers determine what is a fact or opinion and why?</p> <p>(Fun Game to play!)</p> <p>http://pbskids.org/arthur/games/factsopinions/factsopinions.html</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u></p> <p>Writers create a list of opinions and discuss supporting these opinions with reasons.</p> <p>Prompts: What animal makes the best pet? Favorite toy Best fast food restaurant Favorite movie Best Season Best flavor ice cream Best vacation</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u></p> <p>Writers begin with topic and support topic with at least 3 reasons. Writer then restates the opinion. Illustration showing topic must be included.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u></p> <p>Continue guided practice. Ideas/Prompts may change. Reinforce the steps in writing an opinion paper in whole group and then write on their own.</p>
<p><u>Bend Two</u> <i>Learning Goal:</i></p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u></p>

<p><i>Writers write letters to help make change in their world by thinking how can things change at home, at school or in my community to make it a better place.</i></p> <p>(Provide an assortment of Letter Paper and envelopes too!</p>	<p>Writers think “what we want to change?” “Who should I write to make that change?” And, “why (the reasons)?”</p> <p>Brainstorm a class list of things that could be changed at home, at school, or in the community.</p> <p>Students should write a new letter every day or two, carrying the new strategies that they are learning forward, making each new letter stronger and stronger. DO NOT have kids work on just one letter across weeks.</p>	<p>Writers name their cause or reason for writing a letter by introducing it in the introduction so that they can grab the reader’s attention</p>	<p>Writers support their argument by giving multiple reasons (one reason..., another reason, additionally, etc) so that the letter convinces the reader.</p>	<p>Writers close their letters by restating their cause, calling for the reader to take action, or leaving the reader with a question to ponder so that their readers are reminded of the cause.</p>
	<p><u>Lesson Nine:</u> <u>Teaching Point:</u></p> <p>Writers use the basic conventions of a letter by including the date, greeting, and closing with proper punctuation so that the letter is readable.</p> <p>Provide students with a chart of different greetings and closings: Dear Sir or Madam, To Whom it May Concern, Sincerely, Respectfully, Yours truly, etc.</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p> <p>Writers can be more persuasive by providing examples of the problem or reasons so that the reader can clearly understand the importance of the problem. We can use words like “For example,...”</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p> <p>Writers can be more persuasive by adding a small moment story to their letter so that the reader can clearly visualize and understand the problem. We can say, “One day...”</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p> <p>Writers can be more persuasive by suggesting possible solutions so that the reader can know exactly how to solve the problem.</p>
	<p><u>Lesson 13:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u></p>

	Writers can be more persuasive by including their feelings so that the reader can be more sympathetic and understand how the problem affects others.	Writers can be more persuasive by asking the reader questions to ponder so that the reader can empathize with their cause.	Writers check their letters to make sure it sounds right. We do this by rereading our story out loud to make sure we haven't left anything out. We do this so we can include all the important details in our letters. (C.O.P.S)	Writers use partners to check their letters. We do this by reading our letter out loud to our partner as we touch each word and they listen. Our partner offers us comments on how it could be better, if we need to fix any words, and compliments us on what worked well in our letters. We do this so that we know others can read our letters.
	<u>Lesson 17:</u> <u>Teaching Point:</u> Writers select by choosing a letter that has the most impact so that it will make the world a better place.	<u>Lesson 18:</u> <u>Teaching Point:</u> Writers edit by selecting appropriate paper and recopying the letter so that it is readable.	<u>Lesson 19:</u> <u>Teaching Point:</u> Writers publish by addressing the letter and sending it to your audience so that you can communicate your problem and it can be changed.	<u>Lesson 20:</u> <u>Teaching Point:</u> An Author's Celebration

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

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

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

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

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

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

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

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

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

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

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

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

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

F. Use frequently occurring adjectives.

G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

H. Use determiners (e.g., articles, demonstratives).

I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

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

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

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

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

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

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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.

C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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

A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Transfer Goal:

Students will be able to independently use their learning to plan, write, and share their poetry, so that in the long run, they will be able to expand their writing experiences and understand that poetry can be shared in real world situations.

Meaning

Enduring Understandings

Students will understand that:

- poets plan before they write
- poets help readers connect to a poem
- poets make poems like music and meaning
- poets organize and celebrate their poetry
- Writers choose deliberate words to convey point of view, feelings, and senses.
- Writers write about what is important to them.

Essential Questions:

- How do you plan before you write poetry?
- How do you make a connection to your reader?
- How do you add the music and meaning to poetry as you write?
- How can you organize poems?
- How do you celebrate as poet?
- How do writers show their thoughts and feelings in their writing?

Knowledge & Skills

Students will know:

- how to brainstorm ideas for poetry (open the doors to Poetry)
- how to write several different types of poetry
- to use techniques like visualization and use of senses to create words which plays like a movie in their readers minds
- to use techniques to create a rhythm, beat, and rhyme to their poetry.
- Poets can be mentors to writers through their use of language.
- Poems have language that evokes emotions in readers.
- Poems have language that appeal to the senses of readers.
- Topics from poems and songs come from the world in which they live.
- Revising and editing makes writing clearer and more interesting for the reader.
- poets make music by using sound words.

Students will be able to:

- Generate ideas by opening the doors to poetry: Poems live inside their hearts (things they love), eyes (observation), minds (memories), their questions (wonderings), or concerns (worries).
- Generate an idea by opening a door, describing what they see and using a list form to write.
- Generate ideas by opening a door, talking to what they see and using a free verse to describe what it looks like and does.
- Generate ideas by opening a door, pretending to be the topic and describing it from the inside.
- describe and show their feelings about a topic using a list form poem.
- Create poems that tell a little story or describe a topic using two voices.
- make a movie in their mind by using words precise words that describe and beautiful language.
- make a movie in their mind by using their senses to describe.

- make a movie in their minds by using metaphors and similes to compare the topic to something else.
- make a movie by using personification and making an object seem more like a person.
- make a movie in their minds by using show not tell that describes their feelings.
- Accurately apply line breaks and single or few words on each line.
- Accurately use rhythm and beat in their poem
- Accurately use rhyme
- Accurately use repetition – repeating words or phrases or repeating beginning sounds (alliteration)

Stage 2: Acceptable Evidence

Transfer Task

Student will be able to create their own poems.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> Poets plan before they write by...</p>	<p>thinking of ideas by opening the doors to poetry: Poems live inside their hearts (things they love), eyes (observation), minds (memories), their questions (wonderings), or concerns (worries).</p> <p>Poets think of an idea by opening a door, describing what they see and using a list form to write.</p>	<p>thinking of ideas by opening a door, talking to what they see and using a free verse to describe what it looks like and does.</p> <p>Mentor: Turtle</p>	<p>thinking of ideas by opening a door, pretending to be the topic and describing it from the inside.</p> <p>Mentor: Louis</p>	<p>opening a door and describe and show their feelings about a topic using a list form poem.</p> <p>Mentor: Mommies</p>	<p>opening a door and try writing poems that tell a little story or describe a topic using two voices.</p> <p>Mentor: At Daniels House, David</p>
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	Mentor: School Bus, Tractor				
<u>Bend Two</u> Poets help readers connect to a poem by...	making a movie in their mind by using words precise words that describe and beautiful language. Mentor: Jewels	making a movie in their mind by using their senses to describe. Mentor: Wonderful World	making a movie in their minds by using metaphors and similes to compare the topic to something else. Mentor: Apple, Ceiling	making a movie by using personification and making an object seem more like a person. Mentor: Daffodowndilly	making a movie in their minds by using show not tell that describes their feelings.
<u>Bend Three</u> Poets make poems like music and meaning by...	using line breaks and single or few words on each line. Mentor: The Best	using rhythm and beat. Mentor: Rainy Day	using rhyme Mentor: In My Hand,	using repetition – repeating words or phrases or repeating beginning sounds (alliteration) Mentor: Rain, Spring	Poets make music by using sound words. Mentor: The Pencil Sharpener
	using an old tune and writing to teach, share their feelings, celebrate or lull someone to sleep. Mentor: You Are My Sunshine, etc.	writing songs to an original tune.			
<u>Bend Four</u> Poets organize and celebrate their poetry by...	Poets create collections of poems that go together in some way.	Poets complete their collections and look to revise and edit their work to publish it.	Sharing their poems with their peers (celebration/poetry reading)		

Assessments

Assessments are essential in tracking student growth and guiding future instruction. The following are a sample list of the various ways students will be assessed throughout each unit of study (unless indicated otherwise).

Reading:

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher College's Running Records (*varies throughout the school year)
- Student Reading Journals/Notebooks
- Student reading logs
- Reading conferences
- Strategy group work
- Guided Reading work
- Book club/Partnership conversation/observation

Writing:

- Teacher created rubrics
- Standardized rubrics (e.g., PARCC)
- Writer's notebooks
- Writing conferences
- Student published pieces
- Student rough drafts (including quick writes)

Suggested Progression of Grammar

I = Introduced	D= Developing	M = Mastery
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Skills by Grade Level	K	1	2	3	4	5
<i>Capitalization</i>						
Abbreviations				I	D	M
Days of the Week			I	D	M	
First letter of a sentence	I	D	M			
First letter of first, middle and last name	I	D	M			
First letter of name	I	D	M			
Geographic places			I	D	D	M
Holidays			I	D	M	
In dialogue				I	D	M
Letter Salutations/Closings			I	D	D	M

Literacy- Grade One

Months of the Year			I	D	M	
Proper Nouns	I	D	D	D	D	M
The word "I"	I	D	M			
Titles				I	D	M
Upper and Lower Case Letters	I	M				
<i>Grammar (Parts of Speech)</i>						
Adjectives	I	D	D	D	D	M
Adverbs			I	D	D	M
Compound words			M			
Conjunctions		I	D	D	D	D
Interjections						I
Modifiers	I	D	D	D	D	M
Nouns	I	D	D	D	D	M
Participles			I	D	D	M
Perfect/Past Perfect Tense						I
Plural Words			I	D	D	M
Prepositional Phrases						I

Prepositions		I	D	D	D	M
Pronouns			I	D	D	M
Tense				I	D	M
Verbs	I	D	D	D	D	M
<i>Grammar (Sentence Structure/Fluency)</i>						
Chronological Structure		M				
Clauses						I
Dialogue			I	D	D	M
List Structure		M				
Paragraphs				I	D	M
Participial Phrases						I
Phrases					I	M
Sentence Building	I	D	D	D	D	M
Simple/Compound/Complex Sentences			I	D	D	D
Subject/Verb Agreement	I	D	D	D	D	M
Tense	I	D	D	D	D	M
Transition Words		I	D	D	D	M

Varied Sentence Lengths		I	D	D	D	M
<i>Punctuation</i>						
Apostrophe use (contractions) (possessive)			I	D	D	M
Colon/semi-colon		I	D	D	D	M
Comma (dialogue)				I	D	M
Comma (in a series)		I	D	D	D	M
Ellipses				I	D	M
End marks (period, question mark, exclamation point)	I	D	D	D	M	
Hyphen, dash, em dash						I
						I
Parentheses						I
Punctuating Dialogue			I	D	D	M
Quotation Marks			I	D	D	M
<i>Text Layout</i>						
Font/Feature of Type	I	D	D	D	D	M
How Layout Conveys Meaning	I	D	D	D	D	M

Nonfiction Text Features				I	D	M
Space between words/concepts of print	I	D	D	D	D	M
Text Features (color, bold, shapes, etc...)	I	D	D	D	D	M
Text/Image Placement	I	D	D	D	D	M