

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 1	Pacing: 4 weeks
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Unit Title: Launching Writer's Workshop with Small Moments (Personal Narratives)

OVERVIEW OF UNIT:

This first unit is designed to help your students work with independence, confidence, and stamina. Routines and procedures will be taught and reviewed. Students will be writing and drawing small moments: stories from their lives with small, clear focus, tremendous detail and elaboration. Students will begin to learn how to stretch out a story that contains a beginning, middle, and end with either sentences or pictures. The students will also begin to write with the proper use of writing conventions; start sentences with a capital, have a complete thought, and end with a punctuation. The students will also begin to implement common patterns to spelling as well as being resourceful and phonetic in spelling unknown words. Students will also begin to learn about writing partners to help students make comments, ask questions, and provide suggestions to and from peers in order to lift the level of the writing. These partnerships set the expectation that we write so that our partners and others can read and understand our work.

Big Ideas

- Establish a writing workshop that supports independence
- Write a small moment
- Write so that others can read and understand our ideas
- Narratives have a beginning, middle, and end.
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable to others

Essential Questions

- What is a small moment?
- How do writers use what they know to make writing clear?
- Why do writers have a beginning, middle, and end?
- How do writer's spell words they do not know?

Objectives

- Students will be able to write with a beginning, middle, and end.
- Students will be able to write in a small moment.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records

Benchmark:

- DRA
- Words Their Way Inventory

<ul style="list-style-type: none"> • Writing Notebook • Teacher Observation 	<ul style="list-style-type: none"> • LinkIt
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Spelling Assessment • Projects • Published Pieces 	<p>Alternative:</p> <ul style="list-style-type: none"> • Razkids • Headsprout

Key Vocabulary

Characters, Setting, Problem, Beginning, Middle, details, prewriting, drafting, revising, editing, publishing

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will read a personal narrative from Martin Luther King and write a paragraph describing the injustices that he had to endure growing up.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will be able to explain how writing strategies and the writing process help authors during writing.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
- Students will publish their writing pieces using Google and showcase them on Seesaw.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

	organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
Standard #	Standard Description
W.NW.1.3.A-D	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events.
W.WP.1.4.A-B.	With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WP.1.4.A-B.	With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
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.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.6.	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).
L.WF.1.1.A-D	Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1): A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2.A-C	<p>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2),</p> <p>A. Short vowels and single consonants.</p> <p>B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).</p> <p>C. Initial and final consonant blends (must, slab, plump).</p>
L.WF.1.3.A-I	<p>Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):</p> <p>A. Write sentences with increasing complexity.</p> <p>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> <p>C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.</p> <p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>E. Use commas in dates and to separate single words in a series.</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	<p>With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.</p>

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position student near helping peer or have quick access to teacher
- Modify or reduce assignments/tasks
- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Prioritize tasks

- Use graphic organizers
- Use online resources for skill building
- Provide teacher notes
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)
- Leveled and specific centers to address the student's need
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 2	Pacing: 4 weeks
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Unit Title: Realistic Fiction

OVERVIEW OF UNIT:

This is another narrative writing unit. Students should be drawing on all they have learned about narrative writing to develop and craft well-elaborated short stories. The Common Core State Standards call for first graders to recount two or more appropriately sequenced events and provide some sense of closure. Throughout the unit, students will be writing many stories. Teaching students to properly plan a story will be a focal point of the unit. Students will be encouraged to write longer stories by focusing in more of story planning and less on story drawing (in the planning phase).

Big Ideas

- Write a beginning, middle, and end
- Use descriptive writing to paint the picture for your readers
- Character's feelings change throughout a narrative
- Where do writers get ideas for realistic fiction?
- Planning writing is important to success

Essential Questions

- What is a narrative?
- Why do writers have a beginning, middle, and end?
- Why is it important to write descriptively?
- How do I know what the character is thinking and why the character acts the way he/she does?
- How do I distinguish fiction from nonfiction?
- Why is it important to know the difference?

Objectives

- Students will be able to write a beginning, middle, and end to a narrative piece.
- Students will be able to write descriptively and know the importance of descriptive writing.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Alternative:

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces
- Razkids
- Headsprout

Key Vocabulary

Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
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Technology Infusion**Teacher Technology:**

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard**Standard Description**

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration**Activities:**

- The learner will write a realistic fiction piece depicting an injustice with their main character.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will share ways in how their community and school differs from how a community and school functioned during segregation.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
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Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
W.NW.1.3.A-D	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

	<p>A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.</p> <p>B. Provide dialogue and/or description and details of experiences, events, or characters.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Provide a reaction to the experiences or events.</p>
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SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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L.WF.1.3.A-I	<p>Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):</p> <p>A. Write sentences with increasing complexity.</p> <p>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> <p>C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.</p> <p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>E. Use commas in dates and to separate single words in a series.</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	<p>With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.</p>

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student’s IEP
- Position student near helping peer or have quick access to teacher
- Modify or reduce assignments/tasks
- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill building
- Provide teacher notes
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)
- Leveled and specific centers to address the student's need
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 3	Pacing: 4 weeks
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Unit Title: Nonfiction

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will explore different Native American tribes in our country and begin to write a topic sentence with supporting details. The students will research real-world events and teach others about their newly acquired expertise.

Big Ideas

- Writers gather information about their topic through a variety of ways.
- They need strategies to revise for elaboration
- It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.
- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Essential Questions

- What are ways to present all that I know about a topic?
- How do I become an expert in my area of study?
- What kinds of writing can be included in my presentation on one topic?
- How does process shape the writer's product?
- How do writers develop a well written product?
- How does a writer choose a particular form of writing?
- How does a write form a main idea with supporting details?

Objectives

- Students will be able to form a main idea with supporting details.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment

Alternative:

- Razkids
- Headsprout

- Projects
- Published Pieces

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
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- Mentor Texts

Technology Infusion

Teacher Technology:

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- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will write an informational paragraph comparing their way of life to how the Native American tribes governed, their customs, and way of life with supporting details.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will compare the Native Americans way of school, home, community to their own.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will reflect on the different Native American tribes by communicating thoughts and ideas whether using written, verbal, and/or visual methods.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

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

W.IW.1.2.A-C	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion.
W.WP.1.4.A-B.	With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
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.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.1.1.A-C	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1. A-J	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2. A-E	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).
L.WF.1.1.A-D	Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1): A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.
L.WF.1.2.A-C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2), A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).
L.WF.1.3.A-I	Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity. B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.

	<p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>E. Use commas in dates and to separate single words in a series.</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan 	
Special Education	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	
Response to Intervention (RTI)	
<ul style="list-style-type: none"> ● Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) ● Leveled and specific centers to address the student's need ● Leveled reading based off of the student's DRA Level ● Anchor Charts to support skills and strategies being taught ● Graphic organizers 	

- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 4	Pacing: 4 weeks
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Unit Title: Fairy Tales & Folklores

OVERVIEW OF UNIT:

This unit is designed to teach first graders to identify recurring elements that make a story a fairy tale and for students to create their own version of a fairy tale using previously learned strategies. Students will also write and revise their tales that contain the key elements of fairy tales. Children move through three narrative writing cycles in this unit, writing two adaptations of fairy tales and then their own original fairy tale. They will choose one of the stories they draft to bring to publication at the end of the unit

Big Ideas

- Writers learn all they can about a genre before they write.
- Planning and development of a fairytale is similar to writing fiction stories
- Authors take many factors into consideration when adapting fairytales

Essential Questions

- What is a fairy tale?
- What are the key components of a fairy tale?
- How do writers compose fairy tales?
- Where do writers get ideas for writing fairy tales?

Objectives

- Students will be able to identify the key components of a fairy tale.
- Students will be able to compose a fairy tale that contains the key elements of a fairy tale.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will explore the Grand Canyon and locate it on a map after reading the story of Paul Bunyan.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>

<ul style="list-style-type: none"> • Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html • NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko • PBS STEM - http://www.pbs.org/teachers/stem/#content • STEM Works - http://stem-works.com/activities • <u>What Every Educator Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:	
<ul style="list-style-type: none"> • The learner will be able to explain how writing strategies and the writing process help authors during writing. 	
Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:	
<ul style="list-style-type: none"> • Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. • Students will publish their writing pieces using Google and showcase them on Seesaw. 	
Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
W.NW.1.3.A-D	<p>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</p> <p>A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.</p> <p>B. Provide dialogue and/or description and details of experiences, events, or characters.</p> <p>C. Use transitional words to manage the sequence of events.</p>

	D. Provide a reaction to the experiences or events.
W.WP.1.4.A-B.	With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
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.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.6.	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).
L.WF.1.1.A-D	Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1): A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.
L.WF.1.2.A-C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2), A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).
L.WF.1.3.A-I	Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity. B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names. D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. E. Use commas in dates and to separate single words in a series.

	<p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
	<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education	
	<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)	
	<ul style="list-style-type: none"> ● Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) ● Leveled and specific centers to address the student's need ● Leveled reading based off of the student's DRA Level ● Anchor Charts to support skills and strategies being taught ● Graphic organizers ● When possible, provide text auditory ● Tiered interventions following RTI framework

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 5	Pacing: 4 weeks
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Unit Title: Opinion Writing

OVERVIEW OF UNIT:

This unit is designed to teach first graders to state an opinion and use examples to show why that opinion is held. A writer uses personal experiences and local to help readers understand their opinion. The students will write an opinion piece 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.

Big Ideas

- Writers learn all they can about a genre before they write.
- Planning and development of an opinion piece with supporting details
- Authors are not trying to convince others to change their view but they try to convey their opinion

Essential Questions

- What is opinion writing and how does it differ from narrative writing?
- What are the key components of an opinion writing piece?
- How do writers compose a topic sentence?
- Why do writers provide a sense of closure when writing an opinion piece?

Objectives

- Students will be able to identify the key components of an opinion writing piece.
- Students will be able to compose an opinion piece that contains a hook, topic sentence, supporting details, and a closure.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will explore the life cycle of a butterfly when reading the fable; Changing Butterfly as it pertains to the moral of the story.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>

<ul style="list-style-type: none"> • Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html • NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko • PBS STEM - http://www.pbs.org/teachers/stem/#content • STEM Works - http://stem-works.com/activities • <u>What Every Educator Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
NJSLS-Science 1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive

21st Century Life Skills Standards

Activities: <ul style="list-style-type: none"> • The learner will be able to explain how writing strategies and the writing process help authors during writing. 	
Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities: <ul style="list-style-type: none"> • Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. • Students will publish their writing pieces using Google and showcase them on Seesaw. 	
Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
W.AW.1.1.A-C	With prompts and support, write opinion pieces on a topic or texts. A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion.
W.WP.1.4.A-B.	With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing.

	B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.SE.1.6	With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.6.	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).
L.WF.1.1.A-D	Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1): A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.
L.WF.1.2.A-C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2), A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).
L.WF.1.3.A-I	Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity. B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names. D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. E. Use commas in dates and to separate single words in a series.

	<p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
	<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education	
	<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)	
	<ul style="list-style-type: none"> ● Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) ● Leveled and specific centers to address the student's need ● Leveled reading based off of the student's DRA Level ● Anchor Charts to support skills and strategies being taught ● Graphic organizers ● When possible, provide text auditory ● Tiered interventions following RTI framework

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 6	Pacing: 5 weeks
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Unit Title: Informational Writing (Historical Figures)

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will read multiple readings on Famous Americans and compile all the information learned into an informational paragraph that contains a hook, topic sentence with supporting details from the text, and a sense of closure.

Big Ideas

- Writers gather information about their topic through a variety of ways.
- They need strategies to revise for elaboration
- It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.
- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Essential Questions

- What are ways to present all that I know about a topic?
- What kinds of writing can be included in my presentation on one topic?
- How does the process shape the writer's product?
- How do writers develop a well written product?
- How does a writer form a main idea with supporting details?

Objectives

- Students will be able to form a main idea with supporting details.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard

Standard Description

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on George Washington and gather information on the importance of his life and contributions to the United States of America.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will compare and contrast a child growing up during the colonial times to a child growing up in today's world.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will reflect on life during the Colonial time period by communicating thoughts and ideas whether using written, verbal, and/or visual methods.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.1.2.A-C	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic.

	<p>B. Develop the topic with facts or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p>
W.WP.1.4.A-B.	<p>With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. With prompts and support, identify audience and purpose before writing.</p> <p>B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.</p>
W.WR.1.5	<p>With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.</p>
W.1.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
W.RW.1.7	<p>Engage in discussion, drawing, and writing in brief but regular writing tasks.</p>
SL.1.1.A-C	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
L.1.1. A-J	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
L.1.2. A-E	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
L.1.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
L.WF.1.1.A-D	<p>Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):</p> <p>A. Write the upper and lowercase alphabets from memory.</p> <p>B. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>C. Orally segment the phonemes in any single syllable, spoken word.</p> <p>D. Recognize that each syllable is organized around a vowel sound.</p>
L.WF.1.2.A-C	<p>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2),</p> <p>A. Short vowels and single consonants.</p> <p>B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).</p> <p>C. Initial and final consonant blends (must, slab, plump).</p>
L.WF.1.3.A-I	<p>Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):</p> <p>A. Write sentences with increasing complexity.</p> <p>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> <p>C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.</p> <p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>E. Use commas in dates and to separate single words in a series.</p>

	<p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
	<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education	
	<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)	
	<ul style="list-style-type: none"> ● Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) ● Leveled and specific centers to address the student's need ● Leveled reading based off of the student's DRA Level ● Anchor Charts to support skills and strategies being taught ● Graphic organizers ● When possible, provide text auditory ● Tiered interventions following RTI framework

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 7	Pacing: 5 weeks
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Unit Title: Informational Writing (Google Slides and Posters)

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will read multiple readings on American Symbols and compile all the information learned into an informational slideshow presentation and an informational poster. The students will understand that authors can present information in more than one way.

Big Ideas

- Writers gather information about their topic through a variety of ways.
- They need strategies to revise for elaboration
- It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.

Essential Questions

- What are ways to present all that I know about a topic?
- What kinds of writing can be included in my presentation on one topic?
- How does the process shape the writer's product?
- How do writers develop a well written product?
- How does a writer form a main idea with supporting details?

Objectives

- Students will be able to create an informational slideshow that contains a main idea with supporting details.
- Students will be able to create an informational poster that contains a main idea with supporting details.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment

Alternative:

- Razkids
- Headsprout

- Projects
- Published Pieces

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on the American Flag and gather information on the evolution of the flag throughout the history of the United States.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe -
http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will explore the culture of America and how the culture impacts activities at home and in our community.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will reflect on their favorite American Symbol and provide information whether using written, verbal, and/or visual methods.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

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

W.IW.1.2.A-C	<p>With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion.</p>
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W.WR.1.5	<p>With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.</p>
W.1.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
W.RW.1.7	<p>Engage in discussion, drawing, and writing in brief but regular writing tasks.</p>
SL.1.1.A-C	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation.</p>
L.1.1. A-J	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
L.1.2. A-E	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
L.1.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
L.WF.1.1.A-D	<p>Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):</p> <p>A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.</p>
L.WF.1.2.A-C	<p>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2),</p> <p>A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).</p>
L.WF.1.3.A-I	<p>Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):</p> <p>A. Write sentences with increasing complexity. B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.</p>

	<p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>E. Use commas in dates and to separate single words in a series.</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan 	
Special Education	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	
Response to Intervention (RTI)	
<ul style="list-style-type: none"> ● Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) ● Leveled and specific centers to address the student's need ● Leveled reading based off of the student's DRA Level ● Anchor Charts to support skills and strategies being taught ● Graphic organizers 	

- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Book Club will begin for this cluster of students
- Leveled and specific centers to enhance learning
- Leveled reading based off of the student's DRA Level
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 8	Pacing: 5 weeks
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Unit Title: How To Writing

OVERVIEW OF UNIT:

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

Big Ideas

- Engage in the writing process to create, refine, and share our ideas
- Construct procedural writings that are explicit, clear, and sequential
- Revise writing to improve clarity for the audience
- How-to writing contains content-specific expert language as well as descriptive language

Essential Questions

- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?

Objectives

- Students will be able to create a How-To-Writing piece that contains content-specific language as well as descriptive language

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard

Standard Description

8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will explore the life cycle of a chicken, frog, corn, and a flower and explain the importance of each cycle to either the animal or plant.

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will explore the job of a zoologist and botanist and be able to explain why these jobs are essential to our world.

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will reflect on the different life cycles by communicating thoughts and ideas whether using written, verbal, and/or visual methods.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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L.WF.1.3.A-I	<p>Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):</p> <p>A. Write sentences with increasing complexity.</p> <p>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> <p>C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.</p> <p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p>

	<p>E. Use commas in dates and to separate single words in a series.</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p>
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
	<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education	
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Response to Intervention (RTI)	
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English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
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Enrichment

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**Califon Public School
Curriculum**



Subject: Writing	Grade: 1st	Unit #: 9	Pacing: 5 weeks
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Unit Title: Poetry

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies for poetry. In this unit, students will explore how to present their voice through different styles of poetry.

Big Ideas

- How do writers share their ideas with others
- There are issues in our lives that we have opinions about
- There are many ways to express yourself through poetry
- Poetry does not follow formal rules of writing

Essential Questions

- What is poetry?
- Where do poets get their ideas?
- How do poets use imagery, figurative language, and sensory details to develop their writing and engage the reader?

Objectives

- Students will be able to express their ideas through the use of poetry.

Assessment

Formative Assessment:

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Alternative:

- Razkids
- Headsprout

Key Vocabulary

Poetry, verse, line, syllable

Resources & Materials

- Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)
- Small Moments: Personal Narrative Writing by Lucy Calkins
- The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)
- The Art of Teaching Writing by Lucy M. Calkins
- Mentor Texts

Technology Infusion

Teacher Technology:

- Promethean Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration

Activities:

- The learner will analyze how the main character was impacted during the Civil Rights Movement and create a poem depicting how the characters felt during this time period. (AS)

Resources:

- Teacher Vision Cross-Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

<ul style="list-style-type: none"> • What Every Educator Should Know About Using Google by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will create a poem depicting how their community and school differs from how our community and school functioned during segregation. (AS)

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection.
- Students will publish their writing pieces using Google and showcase them on Seesaw.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
W.NW.1.3.A-D	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events.
W.WP.1.4.A-B.	With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing.

	B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
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.
WRW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.6.	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).
L.WF.1.1.A-D	Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1): A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.
L.WF.1.2.A-C	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, (including those proficiencies listed in L.WF.K.2), A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).
L.WF.1.3.A-I	Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity. B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names. D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. E. Use commas in dates and to separate single words in a series. F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

	H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position student near helping peer or have quick access to teacher
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