

Grade 1 Writing Poetry

Content Area: **ELA**
Course(s):
Time Period: **Trimester 3**
Length: **4 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester Weeks	
Small Moments: Writing With Focus, Detail, and Dialogue	1	8
How -To If Then Curriculum	1	2
Nonfiction Chapter Books	1/2	8
Writing Reviews	2	8
Poetry If...Then...	2/3	4
From Scences to Series	3	8

Unit Overview

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language.

Bend I- Immersion in Songwriting and Poetry: Setting the Stage- Students will expereince songs and poetry through shared and interactive writing activities. It is during this week that students will experience many types of songs and poems.

Bend II- Studying the Rhythm and Voice of Songs to Help Us Write Our Own- Students will begin to use tunes from familiar songs to jump-start their writng. They'll write lots of songs.

Bend III- Songwriters and Poets Write from the Heart- Students will ask themselves "What really matters to me?" Students will learn to convey their thoughts and feelings through songs and poems.

Bend IV- Songwriters and Poets Revise and Write New Songs and Poems- Students will learn to elaborate on topics they care about. They will try to make their best work better saying as much as they can and writing with careful detail.

Enduring Understandings

- Writers use powerful language to convey feelings.
- Writers find significant details of their lives and write about them.
- How to properly frame a sentence with capital letters, punctuation, subjects, and predicates
- How to build upon barebone sentences using where predicate expanders to enrich writing pieces
- How to vary sentences using an array of predicate expanders (where, how, when, and why), subjects, and predicates, and subject describers (looks like/physical, behavior/personality, number, and ownership).

Essential Questions

- How do writers use powerful language to convey their feelings?
- How do writers use precise language to capture what they see and feel?

New Jersey Student Learning Standards (No CCS)

LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.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.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and

LA.SL.1.4

texts with peers and adults in small and larger groups.

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

Amistad Integration

Use mentor texts that feature voices from diverse cultures and communities:

Good Luck Gold and Other Poems by Janet S. Wong

Feel the Beat by Marilyn Singer

Coconut Kind of Day by Lynn Joseph

LA.RI.11-12.10b

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

- Teach district mandated diversity lessons
- Incorporate Responsive Classroom Program into classroom community

Interdisciplinary Connections

TH.K-2.1.4.2.Pr6

Conveying meaning through art.

TH.K-2.1.4.2.Re9c

Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

SOC.6.1.4.A.14

Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

SOC.6.1.4.A.15

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

SOC.6.1.4.A.CS9

The world is comprised of nations that are similar to and different from the United States.

Technology Standards

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge

TECH.8.1.2.C

and develop innovative products and process using technology.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Careers

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy Media Literacy
- Life and Career Skills

HPE.2.2.8.A.2

Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Financial Literacy Integration

<http://www.scholastic.com/browse/article.jsp?id=3758372>

Instructional Strategies & Learning Activities

- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction
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Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Learning Through Play
- Self-Directed Learning
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
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Formative Assessments

- Conferring notes
- On-demand Writing Prompts
- Student skills checklists
- Student portfolio
- Checklist/rubric
- Questions to Consider when Assessing Student Writing
- Checklist/Rubric-Questions to Consider When Assessing Student Writing- Resources from Primary Writing-Lucy Calkins.
- WTW Spelling Inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)
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Summative Assessment

- District Writing Assessment: Refer to district mandated assessment schedule
- Lucy Calkins Writing Rubric

Benchmark Assessments

Fountas and Pinnell Benchmark Assessment: Refer to district mandated assessment schedule

District Writing Assessment: Refer to district mandated assessment schedule

Alternate Assessments

Writing Celebrations

Resources & Technology

Technology:

- Chromebooks
- iPads
- Google Classroom
- SeeSaw
- Google Slides
- Powerpoint

Resources:

- ☐ TCRWP Writing Book If...Then... G rade 1, © 2013
- ☐ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources,
Spanish-language, and other online resources (login with WUOS_GR1)
- ☐ Writing Pathways (for writing progressions and student-facing checklists)
- ☐ Teachers Manual: Framing Your Thoughts: Sentence Structure, by Victoria Greene
- ☐ Graphic Organizers/Worksheets in teachers manual
- ☐ List of books to reinforce Framing Your Thoughts Writing Skills (Pg. X-9,- X-14 of manual)

BOE Approved Texts

- Old Elm Speaks, Kristine O'Connell George

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Share- Students share a piece of their writing that illustrates the concept taught that day.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

ELL

- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.

- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
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504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule

- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking