

Grade 1 Writing



Writing Curriculum Grade 1

Writing Curriculum Committee	
Name	Position
Christine Moran	Director of Curriculum & Instruction
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Introduction

River Edge School District is committed to providing a rich and rigorous curriculum so that all students can achieve at the highest levels, while developing as responsible citizens, who respect individuality. Our curriculum is designed to help students develop skills and learn core content through meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.

Our curriculum is aligned to the New Jersey Student Learning Standards. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

Our River Edge curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we integrate college and career readiness standards. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, high school, and beyond.

Grade 1 English Language Arts - Writing PACING	
Unit	Pacing
Unit 1: First Grade Writers Take Flight: Launching Our Writing Adventures	September - October
Unit 2: First Grade Voices: Crafting Opinion Pieces With Young Writers	November - December
Unit 3: Tiny Tales: First Graders Share Their Personal Stories	January - February

Born On Date: August 2024

Revised & Readopted Date: August 2025

Unit 4: Writing Like an Expert: My World In Words - Exploring Cultures and Traditions; Exploring Observations and Investigations In Science	March - April
Unit 5: Painting With Words: A First Grade Poetry Study	May - June
Equity, Diversity, and Inclusion	
The River Edge Public School District is committed to promoting Equity, Diversity, and Inclusion (E-D-I). As per C.18A:35-4.36a), our District incorporates instruction on diversity and inclusion in an appropriate place in the curriculum for all grades kindergarten through 6 as part of the District's implementation of the New Jersey Student Learning Standards. • River Edge E-D-I Book List • River Edge Grade 1 E-D-I Activities	

1: First Grade Writers Take Flight: Launching Our Writing Adventures

New Jersey Student Learning Standards

- W.1.4.** 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.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- E.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- S.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- S.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- M.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- S.1.6.** Produce complete sentences when appropriate to task and situation.

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- 1.1.** 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.
- 1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- 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).
- 1.3.** 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).

Summary (Enduring Understandings)

One of the purposes of this unit is to introduce first grade students to the fundamentals of writing. Students will learn how to use the writing process of planning, writing, drafting, revising, editing and publishing. Writers will also learn the procedures for conferring and working in a small group with the teacher. The unit is designed to help students write with confidence, independence, and stamina. Routines, procedures, and conventions will be taught and reviewed. Students will learn writing conventions as well as organizational skills to prepare for a year of writing. This unit includes proper use of materials, review of sentence structure and punctuation rules. Students will understand that successful writers take care of their classroom materials, utilize classroom resources, use proper conventions of writing and apply writing skills to their writing. They will learn how to express their ideas through words and pictures, understand the structure of a sentence, and begin to develop their writing skills through various activities and lessons. The unit will focus on encouraging students to see writing and see it as a valuable form of communication.

As students become writers, they will take charge of their learning by picking topics they like and thinking about how their writing is going better. They will learn to write for different reasons, like telling a story, giving information, or sharing their ideas with others. Students will learn to explain their ideas with details and listen to other people’s ideas kindly. They will use what they know from other subjects to help them write, looking at books, videos, and other things to get ideas. Students will also use technology to make digital stories and practice writing in fun new ways. While writing, students will share who they are and learn to respect how others think and write.

Essential Questions

- How can writers respect classroom materials?
- How can writers organize their work?

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What can a successful writer do when they are unsure of a word?
 What classroom resources should writers utilize to think about foundational skills of writing?
 What is writing and why do we write?
 What tools and materials do we need for writing?
 What are the steps of the writing process?
 How can we improve our writing?
 How do writers share their work with others?

	Transfer
Write for an uninterrupted amount of time, established by teacher/grade Use the supplies of the classroom during Writing Workshop Generate a topic Go through the writing process to publish a piece Follow routines and procedures for Writing Workshop Apply grade-level phonics when writing Engage in collaborative discussions Construct appropriate sentences	• Students will write for a sustained period of time • Begin to exhibit the writing process • Write three or more sentences • Write using grade level knowledge of conventions and phonics • Effectively collaborate with peers throughout the writing process

Instructional Goals and Pathways

Writers establish routines for Writing Workshop.

Pathways

Pathway #1

Writing environment expectations

- Think about good writing experiences in the past
- Discuss how to regulate behaviors and classroom routines to create best setting for all
- Brainstorm rules for how Writing Workshop should Look, Sound, Feel
- Brainstorm problems that may arise and how to solve them independently

Pathway #2

Tools/resources

- Designate a folder for writing only
- Choose writing paper
- Put a date on the top of the page
- Choose a pathway to focus on for the day

Pathway #3

Stamina

- Set a purpose for the writing task
- Begin drafting and stick to it
- Write until time is up
- Add details to expand sentences/ideas

Pathway #4

Reviewing Work

- Reread writing from the day
- Check for correct letter formation and spacing
- Check for punctuation, spelling and grammar
- Make sure writing is clear to the reader

Pathway #5

Finding inspiration

- Decorate folder with likes, interests, experiences
 - Memorable life moments (vacations,

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- birthdays, playdates, holidays) ○ Talk with peers ○ Make a heart map ○ Think of times you have had strong emotions (happy, sad, excited, mad, surprised, scared)	
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Writers follow the writing process.

Ways

Way #1 Sketch ideas. ○ Think about the writing topic ○ Brainstorm what you want to share ○ Sketch an idea on each page ○ Add writing to match your sketches	Pathway #2 ● Tell the story orally ○ Touch each page and say what you want to write ○ Sketch ○ Add writing to match sketches
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Way #3 Reread work ○ Reread your writing ○ Think: “Does this make sense?” ○ Fix if needed	Pathway #4 ● Share work with peers ○ Reread your writing ○ Practice reading your writing in a whisper ○ Read your writing to the class ○ Listen as peer reads ■ Think about each the stories ■ Share compliments and questions with peers
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Way #5 Writers write across pages ○ Think about the story you want to tell ○ Plan the story across your fingers ○ Sketch the story across pages ○ Add writing to match your sketches	
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Writers make their writing easy to read.

Ways

Way #1 Sentences ○ Read each sentence aloud ○ Ask “Does this make sense?” ○ Fix up as needed	Pathway #2 ● Add capitals and end marks ○ Find where a sentence starts ○ Capitalize ○ Find where the sentence ends .!? ○ → next letter is CAP
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Way #3 Use resources ○ Look at each word ○ Tap it out ○ Use word wall	Pathway #4 ● Check for purpose ○ Reread your writing ○ Think: “What was the purpose of this writing?” ■ Entertain
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○ Repeat	■ Inform ■ Persuade ○ Check your writing for the purpose ○ Fix if needed
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Writers give and receive feedback.

ways

Way #1

Help partners

- Listen to partner read
- Point to parts with suggestions
 - You may want..
 - Try...
 - Maybe...
- Repeat with partner

Pathway #2

● **Help partners**

- Focus on a goal
- Listen to partner read
- Look at goal/ strategy chart
- Make suggestions
- Fix/add writing
- Repeat with partner

Way #3

Partners revise

- Sit with writing between you
- Read piece and pause
 - When you notice something..
 - *Something I admire...*
 - *Something I wonder...*
 - *A suggestion I have...*
- Fix/ add writing

entiation

Bilingual Learners

- Collaborate with the ESL Specialist
- Preview content vocabulary (*with pictures and labels in the student's first language*)
- Use visual clues (*pictures*)
- Repeat directions
- Simplify task directions
- Check for understanding
- Utilize peer models
- English Language supports for parents of non-English speaking students
- Use Google Translate or language apps (*such as Papago*) between English and the student's first language
- Break down writing tasks into manageable units (*i.e. graphic organizers, provide idea starters*)
- Use of writer's checklists throughout each step of the writing process
- Use of modified grading
- Utilize Chromebook extensions (*speech-to-text*)
- Provide a variety of paper (with highlighting as needed) to meet the learner's needs
- Use sentence starters or frames when possible

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	● Provide graphic organizers				
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) ● Simplify task directions ● Provide small group instruction ● Provide oral as well as written instructions ● Clarify or reword writing prompts or topics ● Monitor on-task performance ● Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) ● Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) ● Extended time for assignments ● Preferential seating ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Use pre-assessment data to drive instruction ● Use sentence starters and frames when possible				
Risk	● Targeted skill/goal improvement plans within a set time frame ● Preferential seating ● Implement behavior chart to increase focus and work completion ● Use of FM system to improve attention and support auditory information ● Sensory breaks ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Consult with academic support teachers to address skills identified by the classroom teacher ● Provide frequent parent communication to ensure goals are being met ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction				
Gifted and Talented	● Enrichment/ Independent Projects - The writer uses what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft. Writers will choose the action, talk, or feeling that would make a good ending and work to write it well. Writers will use paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his/her story). The writer punctuated dialogue correctly, with commas and quotation marks. The writer used punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. <table border="1"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>How can you find the meaning of sequence in stories?</td></tr> </tbody> </table>	Sample Depths of Knowledge Questions/Tasks		1	How can you find the meaning of sequence in stories?
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1	How can you find the meaning of sequence in stories?				

	<table border="1"> <tr> <td>2</td><td>How could you organize your writing?</td></tr> <tr> <td>3</td><td>How would you describe a story about your own experiences?</td></tr> <tr> <td>4</td><td>Formulate questions to ask the class about your story.</td></tr> </table> • <i>Enrichment Activities</i> ◦ Students will write a short play describing a specific life event. ■ Handout	2	How could you organize your writing?	3	How would you describe a story about your own experiences?	4	Formulate questions to ask the class about your story.
2	How could you organize your writing?						
3	How would you describe a story about your own experiences?						
4	Formulate questions to ask the class about your story.						
	• Extended time for assignments • Provide prompting, reassurance, and time to formulate ideas • Preferential seating • Repeat directions • Check for understanding • Utilize instructional aides in the classroom setting • Utilize peer models • Use of FM system to improve attention and support auditory information • Implement positive behavior chart to increase focus and work completion • Sensory breaks • Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction						

Source of Learning - Assessment

Formative	Summative	Benchmark
• Tips for Using Student Writing Checklists • Unit 1 Writing Checklist • Teacher Observation • On-demand written pieces • Paragraph of the week • Individual conferences • Writing notebook entries • Peer editing • Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions	• Unit 1 Writing Rubric • Final published piece	• District Writing Task

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Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
<i>Idea Jar</i> by Adam Lehrhaupt <i>A Squiggly Story</i> by Andrew Larsen <i>How to Write A Story</i> by Kate Messner <i>Ralph Tells a Story</i> by Abby Hanlon <i>Rocket Writes a Story</i> by Tad Hills <i>A Perfectly Messed Up Story</i> by Patrick McDonnell <i>The Best Story</i> by Eileen Spinelli <i>Look! I Wrote a Book (And You Can Too!)</i> by Sally Lloyd Jones <i>What Do Authors Do?</i> by Eileen Christelow <i>What Do Illustrators Do?</i> by Eileen Christelow <i>One Day, The End</i> by Rebecca Kai Dotlich	<i>Idea Jar</i> by Adam Lehrhaupt <i>A Squiggly Story</i> by Andrew Larsen <i>How to Write A Story</i> by Kate Messner <i>Ralph Tells a Story</i> by Abby Hanlon <i>Rocket Writes a Story</i> by Tad Hills <i>A Perfectly Messed Up Story</i> by Patrick McDonnell <i>The Best Story</i> by Eileen Spinelli <i>Look! I Wrote a Book (And You Can Too!)</i> by Sally Lloyd Jones <i>What Do Authors Do?</i> by Eileen Christelow <i>What Do Illustrators Do?</i> by Eileen Christelow <i>One Day, The End</i> by Rebecca Kai Dotlich	1st Grade Writing Units and Goals What is a Sentence Capital Letters and Full Stops The Sentence Song Primary writing checklists Super sentences writing slides Writing Helpers Writing posters and rubrics Idea chart and checklists Unit Goals/Parent Letter K-2 Writing Process

Disciplinary Connections

Language Arts - Reading

RL.CR.1.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.1.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what a moment in a story an illustration depicts).

Comprehensive Health And Physical Education - Community Time

2.1.2.EH.1. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Math Studies

6.1.2.CivicsCM.3. Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.Geo.SV.2. Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.CivicsPD.1. Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3. Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Preparedness, Life Literacies, and Key Skills

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NJSLS	Practices
9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2 Demonstrate originality and inventiveness in work. 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.	CLKSP1 Act as a responsible and contributing community member and employee.

Emotional Learning Competencies

<u>Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections - Writing a journal entry to reflect on thoughts and ideas - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections - Using zones of regulation chart to monitor emotions - Take a break with deep breathing to focus
<u>Relational Awareness</u> : ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others	Connections - Writing a journal entry to reflect on understanding of key concepts - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Relationship Skills</u> : refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections - Engaging in collaborative discussions - Incentives for individual students and small groups
<u>Responsible Decision-Making</u> : refers to the ability to use multiple sources of information to make ethical and responsible decisions	Connections - Class rules and routines - Engaging in collaborative discussions

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- Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Algorithms & Programming	Computers follow precise sequences of steps that automate tasks.	8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
Interaction of Technology and Humans	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary

Focus Area	Resources
• Print ALL upper-and lowercase letters - Writers will... ◦ Review upper-and lowercase letter formation using the Foundations resources.	• Foundations Level 1 • Heggerty • Morning Message
• Use end punctuation for sentences - Writers will.... ◦ Identify who or what the sentence is about (subject) and what the subject is doing (verb). Students can highlight who or what in yellow and what the subject is doing in orange. • Review types of sentences (ex: declarative, command, exclamatory, interrogative) • Always end a sentence with punctuation (ex: period, exclamation, question mark)	• Foundations Level 1 • Heggerty • Morning Message
• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions - Writers will... • Review letter sounds using Foundations resources. • Review how to blend sounds to create words.	• Foundations Level 1 • Heggerty • Morning Message • Jack Hartmann Video - Phonics Song

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2: First Grade Voices: Crafting Opinion Pieces With Young Writers

Jersey Student Learning Standards

W.1.1. 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.1.4. 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.1.7. 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.

- A. Follow agreed-upon norms for discussions
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

L.1.1. Demonstrate command of the conventions of 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.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs
- C. Initial and final consonant blends

L.1.3. 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.

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- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Summary (Enduring Understandings)

In this unit, first graders will learn to express their opinions clearly and support them with reasons. Through engaging activities and repeated practice, students will understand how to state an opinion, provide reasons to support their opinion, and conclude their writing. This unit will incorporate reading, discussion, and writing exercises to help students recognize and practice opinion writing.

As students write opinion pieces, they will take responsibility for their learning by choosing topics they care about and thinking about how they feel the way they do. They will practice adapting their writing to fit different situations, like sharing their opinion with their classmates and teacher. Students will learn to back up their opinions with reasons and listen to other people’s ideas respectfully. They will use what they know from other subjects and use books, videos, or other resources to help build their ideas. Technology will help students create digital opinion pieces, allowing them to practice writing in new and exciting ways. Through this process, students will express their own thoughts and learn to understand and respect the opinions of others.

Essential Questions

- What is an opinion?
- Why is it important to share our opinions?
- How do we choose a topic to write an opinion about?
- How do we organize an opinion piece?
- What are reasons and evidence and why are they important?
- How can we make our opinions clear and convincing?
- Why is it important to revise and edit our opinion writing?
- How do we share our opinion writing with others?

	Transfer
Establish a topic you feel strongly about Work in teams to gather information about a topic Write for an uninterrupted amount of time, established by teacher/grade Craft an opinion piece on a topic or text Engage in collaborative discussions Include punctuation in their stories to convey meaning. Stretch or clap words and write letters to represent all the sounds they hear Use spaces between words Use classroom resources to write sounds and sight words (chart/word wall) Reread their own writing to fill in missing words Share constructive criticism from a partner View digital articles and videos when necessary Use the supplies of the classroom during Writing Workshop Develop and strengthen writing through planning, revising, editing, and rewriting	• Write an organized opinion piece on a topic • Write an organized persuasive piece on a topic • Write using the writing process • Construct convincing sentences • Write using grade level knowledge of conventions and phonics • Effectively collaborate with peers throughout the writing process

Follow routines and procedures of Writing Workshop Apply grade-level phonics when writing Construct appropriate sentences	
Instructional Goals and Pathways	
Writers understand the genre they will write.	
Pathways	
Pathway #1 Study a mentor text to learn about the elements of persuasive writing ○ Pick a favorite mentor text such as <i>I Wanna Iguana</i> ○ Read it aloud to class ○ Discuss with class: What does persuasive writing have? Look/sound like? ○ Co-create a chart such as this: ■ Persuasive writing has... ● A clear opinion ● More than 1 reason ● Information or examples ● An ending	Pathway #2 ● Study a student exemplar (Panera) to learn about what 1st grade persuasive writing looks/sounds like. ○ Pick a student exemplar such as Panera, or from a past student. ○ Read it aloud to the class. ○ Discuss with the class and compare the elements discovered yesterday. You can label these parts on the students too.
Pathway #3 Co-create a persuasive piece with your class (shared writing) ○ Generate: We want to visit the library again! ○ Plan/Rehearse: ■ Sketch: because we know how to walk there already! ■ Sketch: because we can learn more about library cards!	
Persuasive writers write reviews.	
Pathways	
Pathway #1 Ratings/Reviews ○ Think of a person place or thing (restaurant, book, game, toy) ○ How many stars would you give it? ○ Sketch it on a cover to a booklet. ○ State your opinion ○ Write your reasons why on each page ○ Restate your opinion	Pathway #2 ● Likes/Dislikes ○ Think of something you like or dislike ○ Sketch a plan across pages ○ Write to match your sketches ○ State your opinion ○ Write reasons on rest of pages ○ Restate your opinion
Pathway #3 Wants ○ Think of something you want	Pathway #4 ● Change ○ Think of something you would like to change in

○ Write your opinion ○ Write your reasons for why you should have it ○ Restate your opinion	○ school ○ Sketch ideas across pages ○ Write words to match sketches ○ State your opinion ○ Write your reasons on the rest of the pages ○ Restate your opinion
Pathway #5 Community Issues ○ Think of something you would like to change in the community ○ Sketch across pages ○ Write words to match sketches ○ State your opinion ○ Write your reasons on the rest of the pages ○ Restate your opinion	Pathway #6 ● Orally tell across fingers ○ Think ○ State opinion (thumb) ○ State reason 1 (index) ○ State reason 2 (middle) ○ State reason 3 (ring) ○ Restate opinion (pinky)

Writers add details to be more convincing.

Ways

Pathway #1 Think of your audience ○ Think about who you are writing to ○ Think: What would be their reasons for saying no to your request? How could you change their mind? ○ Write your reasons	Pathway #2 ● Sentence Starters/Frames ○ Choose the sentence starter/frame you would like to use ○ Write your opinion ○ Use sentence frames to expand your reasons
Pathway #3 Graphic Organizers ○ Choose a graphic organizer ○ Sketch/write	Pathway #4 ● Peer Discussion and Feedback ○ Get with a partner ○ Read your piece to your partner ○ Listen for opinion and 3 reasons ○ Ask questions for clarifications/give suggestions
Pathway #5 Personal Experiences ○ Think about what you already know about the topic ○ Write how your experiences support your opinion	

Writers make their writing easy to read.

Ways

Pathway #1 Edit for capital letters ○ Read your writing aloud ○ Check for capital letters at the beginning of a sentence	Pathway #2 ● Edit for punctuation ○ Read your writing aloud ○ Check for punctuation at the end of your sentence ○ Fix as needed
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○ Fix as needed	
Pathway #3 Edit for spelling ○ Reread your writing ○ Circle any words you are not sure of ○ Use resources around the room (word wall, anchor charts) to help you ○ Tap out words/break larger words into syllables ○ Repeat	Pathway #4 ● Check for letter reversals ○ Reread your writing ○ Fix as needed
Pathway #5 Reread with a focus on clarity ○ Read your writing aloud ○ Ask “Does this make sense?” ○ Fix up as needed	
Writers give and receive feedback.	
Pathways	
Pathway #1 Help Partners 1. Listen to your partner read their piece 2. Point to parts with suggestions 3. Jot suggestions on sticky notes (You may want..., Try..., Maybe...) 4. Switch and repeat with partner	Pathway #2 ● Help Partners ○ Listen to partner read ○ Look at goal/strategy chart ○ Make suggestions ○ Fix/add writing ○ Repeat with partner
Pathway #3 Partners revise ○ Sit with writing between you ○ Read piece and pause ■ When you notice something: ● Something I admire... ● Something I wonder... ● A suggestion I have...	
Differentiation	
Bilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student’s first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding

	• Utilize peer models • English Language supports for parents of non-English speaking students • Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use sentence starters or frames when possible • Provide graphic organizers
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction
Gifted and Talented	• The writer uses what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft. The writer wrote an ending that drew conclusions, asked questions, or

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	suggested ways readers might respond. The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. The writer wrote several reasons, examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing. OREO Graphic organizer for opinion and reasons (Students must also include specific examples). <table border="1"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>What is an opinion?</td></tr> <tr> <td>2</td><td>How would you compare and contrast _____ ?</td></tr> <tr> <td>3</td><td>How did you formulate your opinions on the topic?</td></tr> <tr> <td>4</td><td>How do your opinions compare with each other?</td></tr> </tbody> </table> • <i>Enrichment Activities</i> ◦ Compare the different seasons. ◦ Design a brochure explaining your favorite place to visit, a favorite season etc. Give details about each	Sample Depths of Knowledge Questions/Tasks		1	What is an opinion?	2	How would you compare and contrast _____ ?	3	How did you formulate your opinions on the topic?	4	How do your opinions compare with each other?
Sample Depths of Knowledge Questions/Tasks											
1	What is an opinion?										
2	How would you compare and contrast _____ ?										
3	How did you formulate your opinions on the topic?										
4	How do your opinions compare with each other?										
	• Extended time for assignments • Provide prompting, reassurance, and time to formulate ideas • Preferential seating • Repeat directions • Check for understanding • Utilize instructional aides in the classroom setting • Utilize peer models • Use of FM system to improve attention and support auditory information • Implement positive behavior chart to increase focus and work completion • Sensory breaks • Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction										

Assessment of Learning - Assessment

Formative	Summative	Benchmark
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• Tips for Using Student Writing Checklists • Unit 2 Writing Checklist • Teacher Observation • On-demand written pieces • Paragraph of the week • Individual conferences • Writing notebook entries • Peer editing • Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions	• Unit 2 Writing Rubric • Final published piece	• On demand opinion writing task
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Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• <i>The Day the Crayons Quit</i> by Drew Daywalt • <i>Red is Best</i> by Kathy Stinson • <i>Hey, Little Ant</i> by Phillip M. Hoose • <i>I Wanna Iguana</i> by Karen Kaufman Orloff • <i>I Wanna New Room</i> by Karen Kaufman Orloff • <i>The Perfect Pet</i> by Margie Palatini • <i>Duck! Rabbit!</i> by Amy Krouse Rosenthal • <i>Don't Let the Pigeon Stay Up Late</i> by Mo Willems • <i>Stella Writes an Opinion</i> by Janiel Wagstaff • <i>Pick a Picture, Write an Opinion!</i> by Kristen McCurry • <i>Facts vs. Opinions vs. Robots</i> by Michael Rex • <i>In My Opinion</i> by Deb Bird	• The Day the Crayons Quit by Drew Daywalt • Red is Best by Kathy Stinson • Hey, Little Ant by Phillip M. Hoose • I Wanna Iguana by Karen Kaufman Orloff • I Wanna New Room by Karen Kaufman Orloff • The Perfect Pet by Margie Palatini • Duck! Rabbit! by Amy Krouse Rosenthal • Don't Let the Pigeon Stay Up Late by Mo Willems • Stella Writes an Opinion by Janiel Wagstaff • Pick a Picture, Write an Opinion! by Kristen McCurry • Facts vs. Opinions vs. Robots by Michael Rex • In My Opinion by Deb Bird	• 1st Grade Writing Units and Goals • Facts vs. Opinions • Fact and Opinion • What is Opinion Writing • Choosing a Topic • Making a Plan • Writing a Draft • Reasons and Examples • Writing a Conclusion • Revising • Editing • Opinion writing posters • Opinion writing packet • Sentence frames/starters • Duck! Rabbit! Slides • Would You Rather slides • Opinion activities and rubrics • Unit Goals/Parent Letter • Grade 1 Opinion Sample – Panacea Bread • K-2 Writing Process

Disciplinary Connections

Language Arts - Reading

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RL.TS.1.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

Comprehensive Health And Physical Education - Community Time

2.1.2.EH.1. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.SSH.1. Discuss how individuals make their own choices about how to express themselves.

Math Studies

6.1.2.CivicsPR.4. Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Computer Readiness, Life Literacies, and Key Skills

NJSLS	Practices
• 9.1.2.FP.2 Differentiate between financial wants and needs. • 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2 Explain why employers are willing to pay individuals to work. • 9.2.2.CAP.3 Define entrepreneurship and social entrepreneurship. • 9.2.2.CAP.4 List the potential rewards and risks to supporting a business. • 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.	• CLKSP1 Act as a responsible and contributing community member and employee. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

Personal Emotional Learning Competencies

Awareness: ability to recognize one's emotions and know one's strengths and limitations	Connections • Writing a journal entry to reflect on thoughts and ideas • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections • Using zones of regulation chart to monitor emotions • Take a break with deep breathing to focus
Social Awareness: ability to take the perspective of others,	Connections

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demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others	• Writing a journal entry to reflect on understanding of key concepts • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups
Responsible Decision-Making: refers to the ability to use multiple sources of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Algorithms & Programming	Computers follow precise sequences of steps that automate tasks.	8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further	8.1.2.AP.4: Break down a task into a sequence of steps.
Interaction of Technology and Humans	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary

Focus Area	Resources
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• Use frequently occurring conjunctions (e.g., and, but, or, so, because) - Writers will... ◦ Combine two sentences using frequently occurring conjunctions (e.g., and, but, or, so, because). Ex: The book makes me laugh. The book is funny. I like this book. ◦ Expand sentences by giving reasons (ex: The book makes me laugh because it is funny.)	• Foundations Level 1 • Heggerty • Morning Message • Conjunctions Video • Expanding Sentences video
• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts - Writers will... ◦ Produce and expand sentences by responding to teacher prompts: Why do you like this book? What makes it funny? What else about this book is enjoyable? ◦ Vary sentence structure by including different types of sentences in their book reviews. Ex: Are you looking for a book with adventure? A book that will make you laugh? Look no further!	• Foundations Level 1 • Heggerty • Morning Message • Types of Sentences Video • Simple and Compound Sentences V
• Capitalize dates and names of people - Writers will... ◦ Always capitalize when writing days of the week and months ◦ Always capitalize names of people	• Foundations Level 1 • Heggerty • Morning Message • Capitalize Video • Capitalization Rules video
• Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) - Writers will... ◦ Understand that pronouns can replace nouns ◦ Apply personal, possessive, and indefinite pronouns in their opinion writing to strengthen their argument	• Foundations Level 1 • Heggerty • Morning Message • Pronouns Video
• Use frequently occurring prepositions (e.g., during, beyond, toward) - Writers will... ◦ Recognize that prepositions show location. Refer to Prepositions Video - Where is it?. ◦ Use prepositional phrases to add detail to their writing	• Foundations Level 1 • Heggerty • Morning Message • Prepositions Video

3: Tiny Tales: First Graders Share Their Personal Stories

Jersey Student Learning Standards

Writing Curriculum

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- W.1.3.** 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.1.4.** 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.1.7.** 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.
• A. Follow agreed-upon norms for discussions
• B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
• C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.** Produce complete sentences when appropriate to task and situation.
- L.1.1.** Demonstrate command of the conventions of 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.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
• A. Short vowels and single consonants.
• B. Consonant graphemes including qu, x, and -ck; digraphs.
• C. Initial and final consonant blends.
- L.1.3.** 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).

1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

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

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. Define words by category and by one or more key attributes
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- E. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Summary (Enduring Understandings)

During this unit, first graders will learn to write personal narratives. They will explore the elements of a personal narrative story, focusing on sharing about their own experiences. Students will learn to share their own stories through written words and pictures, focusing on experiences that are meaningful to them. Through guided instruction, modeling and practice, students will develop skills in generating ideas, sequencing events, and using descriptive language to bring stories to life. By the end of the unit, students will have created several personal narratives, showcasing their growth as writers.

As students write their personal stories, they will take responsibility for their learning by choosing experiences that are important to them and thinking about how to tell their stories clearly. They will adapt their writing for different purposes, whether they are sharing with a friend, teacher, or class. Students will learn to support their stories with details and listen to others’ ideas with respect. They will use what they know from other subjects, like reading books or watching videos, to help them come up with ideas for their stories. Technology will be used as students create digital versions of their stories, using pictures and words to make them come to life. Through writing, students will learn who they are and learn to understand and appreciate the stories of others.

Essential Questions

- What is a personal narrative?
- How can we choose a meaningful experience to write about?
- What are the parts of a personal narrative?
- How can we use descriptive language in our writing?
- Why is it important to revise and edit our writing?
- How can sharing our writing with others help us become better writers?

	Transfer
Identify the purpose of specific features of narratives Organize their story into a sequence of events Write a story that explains all about an event using words relevant to the topic Develop and strengthen writing through planning, revising, editing, and rewriting Use the supplies of the classroom during Writing Workshop Apply grade-level phonics when writing Construct appropriate sentences	● Construct a personal narrative in sequential order ● Compose a piece using the writing process ● Construct sentences using descriptive words ● Write using grade level knowledge of conventions and phonics ● Effectively collaborate with peers throughout the writing process

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Use classroom resources to write sounds and sight words (charts/word walls) Work in teams to gather information about a topic View appropriate digital articles and videos	
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Instructional Goals and Pathways

Writers understand the genre they will write.

Pathways

Pathway #1

Study a mentor text to learn about the elements of a personal narrative writing

- Pick a favorite mentor text such as *Stella Tells Her Story*
- Read it aloud to class
- Discuss with class: What does personal narrative writing have? Look/sound like?
- Co-create a chart such as this:
 - Personal narrative writing has...
 - One topic/small moment
 - Feelings/Reactions
 - Details
 - A beginning, middle, end

Pathway #2

- **Study a student exemplar to learn about what 1st grade personal narrative writing looks/sounds like (from a previous year).**

- Pick a student exemplar such as Legos, or from a past student.
- Read it aloud to the class.
- Discuss with the class and compare to the elements discovered yesterday. You can label these parts with the students too.

Pathway #3

Co-create a personal narrative piece with your class (shared writing), can do this on chart paper.

- Generate: "Let's think about something we all did together. What's one fun or special thing we've done as a class?" "Let's write a personal narrative about that day!"
- Plan/Rehearse:
 - Sketch: "What should we write first? Who was there? Where were we? What were we doing at the beginning?"
 - Sketch: "What did we do after we got there?", "What did you see or hear?", "What was your favorite part?"
 - Sketch: "How did you feel at the end?"

Writers come up with ideas for writing, then plan and draft ideas.

Pathways

Pathway #1

Using a Heart Map

Pathway #2

- **Favorite people/things**

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○ Sketch People/Things, Places, Hobbies, Experiences that you love in your map (to use for future pathways).	○ Point to the people/things of the heart map and what is one special moment that you had with them? ○ Sketch it across pages/Touch and Tell ○ Start drafting
Pathway #3 Favorite places ○ Point to the place's piece of heart and ask what is one special moment that you had in this place? ○ Sketch it across pages/Touch and Tell ○ Start drafting	Pathway #4 ● Favorite hobbies ○ Point to the hobbies piece of heart and ask what is one special moment that you had with this hobby? ○ Sketch it across pages/Touch and Tell ○ Start drafting
Pathway #5 Memorable experiences/events in our lives ○ Point to the experience piece of heart and ask to share a special memory from this experience? ○ Sketch it across pages/Touch and Tell ○ Start drafting	
Writers make a plan for their writing.	
Pathways	
Pathway #1 Tell your story across your fingers ○ THUMB (Beginning) - Introducing your story. Say who the story is about and where it takes place. Example: "First, I start with my thumb. This is where I say who the story is about, like me or my friend." ○ POINTER (Adventure begins/Problem) - Talk about what happened in your story. Explain the problem or the adventure that begins the story. Example: "Now, I move to my index finger. This is where I tell about what happened, like when I lost my favorite toy." ○ MIDDLE FINGER(Middle) - Tell what happened next in your story. Share the middle part where things start to change or get exciting. Example: "Now, I use my middle finger. This is where I say what happened next, like how I looked everywhere for my toy." ○ RING FINGER (solution/ending) - Talk about how the problem was solved or how the adventure ended. Share the solution or what you learned. Example: "Now, my ring finger. Here I say how I found my toy or what I learned from the adventure." ○ PINKY (conclusion) - Finally, wrap up your story. Say what happened at the end and how you felt about it. Example: "Last, my little finger. This is	Pathway #2 ● Tell your story across pages ○ Touch first page and tell the who, where, when, of your story ○ Touch second page and tell the first detail of your story ○ Touch third page and tell the next detail of your story ○ Touch the fourth page and tell another detail of your story ○ Use as many pages as you need for details ○ Touch the last page and tell your closing (how your story ended; lesson learned; feeling; hope)

where I finish my story, like saying how happy I was to find my toy."	
Pathway #3 Make a movie in your mind ○ Close your eyes and think about a time when something exciting or special happened to you. Imagine it like a movie playing in your head. ○ Picture the beginning of your movie. Who is in it? Where does it take place? Start your story by saying who and where. ○ Watch your movie in your head and tell what happened next. Did something funny, scary, or surprising happen? Describe what happened in your story. ○ Keep watching your movie. What happens in the middle of your story? Share what you and others did or felt during the exciting part. ○ Imagine the ending of your movie. How did things change or get better? Tell how your story finishes. ○ Think about how you felt during your movie. Were you happy, sad, excited, or scared? Use those feelings to tell your story. ○ Sketch what you saw in your movie across pages ○ Write words to match sketches	Pathway #4 ● Tell your story to a partner ○ Sit with partner ○ Tell your partner your story ○ Answer questions your partner has about your story ○ Go back to your story and add details
Pathway #5 BME (beginning, middle, end) ○ Think of an idea ○ Page 1 - sketch who the story is about (maybe you or someone else) and where it happened ○ Next page - sketch what happened in the middle of your story (main events and what you did or felt) ○ Last page - sketch how your story ended ○ Write words to match sketches	
Writers bring their writing to life through revision.	
Ways	
Pathway #1 Using descriptive words ○ Read your favorite writing story ○ Circle a noun ○ Add an adjective to describe the noun (instead of cat—soft, gray cat) ○ Repeat	Pathway #2 ● Using sensory details ○ Reread your writing ○ Use your 5 senses to add detail ■ What did you see? ■ What did you hear? ■ What did you smell? ■ What did you taste? ■ How did you feel?

	○ Add these details to your story
Way #3 Word Choice ○ Read your writing ○ Circle a verb ○ Replace it with a more exciting verb (instead of went–skipped happily; stomped) ○ Repeat	Pathway #4 ● Using dialogue ○ Using your sketch, touch a person or animal ○ Think about what they would be thinking or say ○ Make a speech or thought bubble ○ Add words
Way #5 Using figurative language (similes and metaphors) ○ Reread your writing ○ Find a place where you can add a simile and/or metaphor (instead of I had so much to do...I was as busy as a bee; my face was red like a tomato)	
Writers make their writing easy to read.	
Ways	
Way #1 Edit for capital letters ○ Read your writing aloud ○ Check for capital letters at the beginning of a sentence ○ Fix as needed	Pathway #2 ● Edit for punctuation ○ Read your writing aloud ○ Check for punctuation at the end of your sentence ○ Fix as needed
Way #3 Edit for spelling ○ Reread your writing ○ Circle any words you are not sure of ○ Use resources around the room (word wall, anchor charts) to help you ○ Tap out words/break larger words into syllables ○ Repeat	Pathway #4 ● Check for letter reversals ○ Reread your writing ○ Check for letter reversals ○ Fix as needed
Way #5 Reread with a focus on clarity ○ Read your writing aloud ○ Ask “Does this make sense?” ○ Fix up as needed	
Writers give and receive feedback.	
Ways	
Way #1 Help Partners	Pathway #2 ● Help Partners

○ Listen to your partner read their piece ○ Point to parts with suggestions ○ Jot suggestions on sticky notes (You may want..., Try..., Maybe...) ○ Switch and repeat with partner	○ Listen to partner read ○ Look at goal/strategy chart ○ Make suggestions ○ Fix/add writing ○ Repeat with partner
Way #3 Partners revise ○ Sit with writing between you ○ Read piece and pause ■ When you notice something: ● Something I admire... ● Something I wonder... ● A suggestion I have...	

Differentiation

Bilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Use of modified grading ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use sentence starters or frames when possible ● Provide graphic organizers
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) ● Simplify task directions ● Provide small group instruction ● Provide oral as well as written instructions

Writing Curriculum

Grade: 1

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	• Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible • Provide graphic organizers										
isk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction • Provide graphic organizers										
ed and Talented	• Enrichment/ independent projects - The writer uses what she knew about spelling patterns to h her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft. Writers will choose the action, talk, or feeling that would make a good ending and work to write it well. Writers will use paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his/her story.) The writer used words to show sequences such as before, after, then, and later. He also used words to show what did not fit such as however and but. The writer wrote an ending that d conclusions, asked questions, or suggested ways readers might respond. The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression reading some parts quickly, some slowly, some parts in one sort of voice and others in another. <table border="1"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>Recall an important moment in your life.</td></tr> <tr> <td>2</td><td>How did the moment affect you?</td></tr> <tr> <td>3</td><td>Sequence the story with illustrations and words.</td></tr> <tr> <td>4</td><td>How does this story connect to another text you have read?</td></tr> </tbody> </table>	Sample Depths of Knowledge Questions/Tasks		1	Recall an important moment in your life.	2	How did the moment affect you?	3	Sequence the story with illustrations and words.	4	How does this story connect to another text you have read?
Sample Depths of Knowledge Questions/Tasks											
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	• <i>Enrichment Activities</i> ○ SWBAT accurately sequence events from a personal experience ○ Take your small moment story and construct sequential pictures to go with your text ○ Handout
	• Extended time for assignments • Provide prompting, reassurance, and time to formulate ideas • Preferential seating • Repeat directions • Check for understanding • Utilize instructional aides in the classroom setting • Utilize peer models • Use of FM system to improve attention and support auditory information • Implement positive behavior chart to increase focus and work completion • Sensory breaks • Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction • Provide graphic organizers

Source of Learning - Assessment

Formative	Summative	Benchmark
• Teacher Observation • On-demand written pieces • Paragraph of the week • Individual conferences • Writing notebook entries • Peer editing • Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions	• Unit 3 Writing Rubric • Final published piece	• On demand writing task

Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
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• <i>Idea Jar</i> by Adam Lehrhaupt • <i>Roller Coaster</i> by Marla Frazee • <i>A Moment in Time</i> by Jennifer Butenas • <i>Stella Tells Her Story</i> by Janiel M. Wagstaff • <i>Jabari Jumps</i> by Gaia Cornwall • <i>The Snowy Day</i> by Ezra Jack Keats	• <i>Idea Jar</i> by Adam Lehrhaupt • <i>Roller Coaster</i> by Marla Frazee • <i>A Moment in Time</i> by Jennifer Butenas • <i>Stella Tells Her Story</i> by Janiel M. Wagstaff • <i>Jabari Jumps</i> by Gaia Cornwall • <i>The Snowy Day</i> by Ezra Jack Keats	• 1st Grade Writing Units and Goals • Brainstorming a Story • Making a Plan • Introduction • Draft • Closing • Revising • Editing • Publishing • Unit Goals/Parent Letter • K-2 Writing Process
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Disciplinary Connections

Language Arts - Reading

RL.CR.1.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.TS.1.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

Comprehensive Health And Physical Education - Community Time

2.1.2.SSH.1. Discuss how individuals make their own choices about how to express themselves.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
• 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2 Explain why employers are willing to pay individuals to work. • 9.2.2.CAP.3 Define entrepreneurship and social entrepreneurship. • 9.2.2.CAP.4 List the potential rewards and risks to supporting a business. • 9.4.2.CI.2 Demonstrate originality and inventiveness in work. • 9.4.2.TL.2 Create a document using a word processing application.	• CLKSP1 Act as a responsible and contributing community member and employee.

Emotional Learning Competencies

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Awareness: ability to recognize one's emotions and know strengths and limitations	Connections • Writing a journal entry to reflect on thoughts and ideas • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections • Using zones of regulation chart to monitor emotions • Take a break with deep breathing to focus
Relational Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others	Connections • Writing a journal entry to reflect on understanding of key concepts • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups
Responsible Decision-Making: refers to the ability to use multiple sources of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Algorithms & Programming	Computers follow precise sequences of steps that automate tasks.	8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
Action of Technology and Humans	Technology has changed the way people	8.2.2.ITH.4: Identify how various tools

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	live and work. Various tools can improve daily tasks and quality of life.	reduce work and improve daily tasks.
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Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary	
Focus Area	Resources
- Print ALL upper-and lowercase letters - Writers will... - Review upper-and lowercase letter formation using the Foundations resources	- Foundations Level 1 - Heggerty Foundations Letter Drill
- Use end punctuation for sentences Writers will.... - Identify who or what the sentence is about (subject) and what the subject is doing (verb) - Students can highlight who or what in yellow and the what the subject is doing in orange - Review types of sentences (ex: declarative, command, exclamatory, interrogative) - Always end a sentence with punctuation (ex: period, exclamation, question mark)	- Foundations Level 1 - Heggerty Capitalization Video Punctuation Video
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions - Writers will... - Review letter sounds using Foundations resources - Review how to blend sounds to create words	- Foundations Level 1 - Heggerty

1. Writing Like an Expert: My World In Words - Exploring Cultures and Traditions; Exploring Observations and Investigations In Science

Jersey Student Learning Standards

- 1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- Introduce a topic.
 - Develop the topic with facts or other information and examples related to the topic.
 - Provide a conclusion.

- 2.1.4.** 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.

- 2.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources of information on that topic.

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1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write a topic.

1.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in larger groups.

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

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

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

1.1. 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.

1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs.
- C. Initial and final consonant blends.

1.3. 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).

1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Summary (Enduring Understandings)

In this unit, first grade students will dive into nonfiction/informational writing by exploring the diverse cultures and traditions around the world, as well as engaging in observations and investigations in science. Through guided instruction and hands-on activities, students will learn to gather information, organize their thoughts, and present factual content clearly. This unit integrates social studies and science to provide a deeper understanding of the world and the scientific process. Students will understand that nonfiction writing is used to share information about the world. They will recognize the importance of researching reliable sources and making careful observations.

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for accurate information for their writing. Students will learn to organize their writing with a clear main idea and supporting details making it easier for readers to understand and learn from their texts. Students will understand that text features, such as headings, titles, captions, labels and diagrams help explain and support the information in their writing. Students will appreciate that revising their work makes their writing clear, accurate, and interesting. They will see the value in sharing their nonfiction writing with their peers and teachers, fostering a community of learners who can appreciate and learn from each other's writing.

As students learn about different cultures and do science investigations, they will take charge of their learning by picking topics to study and thinking about what they discover. They will learn to write for different reasons, like sharing facts about a culture or explaining something they learned in science. Students will back up their ideas with evidence from things like books, videos, and what they see in the world. They will also use technology to find information and share their writing in fun new ways, like making digital projects. Students will connect what they learn in different subjects to help with their writing. By sharing their nonfiction work with others, they will not only share their own ideas but also learn to understand and respect different cultures and viewpoints.

Essential Questions

What is nonfiction/informational writing?
 Why do we write nonfiction?
 How do we choose a topic for our nonfiction writing?
 What are the parts of a nonfiction piece?
 How do we find information for our nonfiction writing?
 How can we make our nonfiction writing clear and informative?
 Why is it important to revise and edit our nonfiction writing?
 How do we share our nonfiction writing with others?

	Transfer
Identify the purpose of specific features of nonfiction/informational text Organize their story into focused chapters using a table of contents Write a story that teaches all about a topic using facts and vocabulary relevant to the topic Label diagrams Use classroom resources to write sounds and sight words (chunk charts/word walls) Revise for organization and clarity Research a topic to acquire expertise Work in teams to gather information about a topic View appropriate digital articles and videos Write for an uninterrupted amount of time, established by teacher/grade Use the supplies of the classroom during Writing Workshop Follow routines and procedures of Writing Workshop Go through the writing process to publish a piece Integrate technology tools when applicable. Develop and strengthen writing through planning, revising, editing, and rewriting	- Construct a writing piece based on a Science topic using various text features - Construct a writing piece based on a Social Studies topic using various text features - Gather relevant information about a topic from a variety of sources - Compose a piece using the writing process - Construct factual sentences based on your research - Write using grade level knowledge of conventions and phonics - Effectively collaborate with peers throughout the writing process

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Apply grade-level phonics when writing Construct appropriate sentences Integrate technology tools when applicable	
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Instructional Goals and Pathways

Writers come up with ideas and make a plan for informational books.

Pathways

Pathway #1 Expert topic ○ Think of something you are an expert on ○ Say across your fingers what you could teach ○ Sketch and write	Pathway #2 ● Plan ○ List across your fingers what you could teach about your topic ○ Sketch across pages ○ Write to match sketches
Pathway #3 Choosing a topic ○ Think of something you like to do ○ List across your fingers what you could teach about it ○ Sketch and write	

Writers use images and words to teach readers.

Pathways

Pathway #1 Plan ○ List across your fingers what you could teach about your topic ○ Sketch across pages ○ Write to match sketches	Pathway #2 ● Diagrams ○ Point to a part of the sketch ○ Make a label ○ Repeat a few times
Pathway #3 Use labels to write sentences ○ Read over a few labels ○ Try out a few sentences including some of those labels ○ Write down the sentence ○ Repeat Some will use dominant sounds, others may be ready for cvc words, etc.	Pathway #4 ● Important words ○ Read your what you have written ○ Find important words ○ Color them bold ○ Add a sentence that tells the meaning ○ Repeat
Pathway #5 Table of Contents ○ Start with a Table of Contents (TOC)	Pathway #6 ● Creating a glossary ○ Choose a bold word

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○ Pick a topic ○ List categories/subtopics you can teach about that topic ○ Sketch & Write	○ Think about what the bold word means ○ Write a sentence that tells the meaning of the bold word ○ Repeat for the other bolded words in your writing
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Writers make their writing easy to read.

Ways

Way #1 Use resources ○ Look at each word ○ Stretch the sounds ○ Make sure there are letter(s) for each sound	Pathway #2 ● Add capitals and end marks ○ Find where a sentence starts ○ Capitalize ○ Find where it ends ○ Add . ? ! ○ Make sure the next letter is capitalized
Way #3 Reread your writing ○ Read a sentence that you wrote ○ Ask, “Does it sound right?” ○ If a word does not sound right, put the sounds on your fingers and rewrite it	Pathway #4 ● Partner Edit ○ Ask a partner to read a page you wrote ○ Together, check for capital letters, punctuation, misspelled words. ○ Talk to your partner about what you might need to edit or revise

Writers give and receive feedback.

Ways

Way #1 Writers put writing between them ○ Sit shoulder to shoulder ○ First person puts writing between and reads it ○ Switch	Pathway #2 ● Favorite Parts ○ First partner shares ○ Second partner says, “My favorite part is...” ○ Switch
Way #3 Make sense? ○ Read aloud a page/part of what you have written ○ Ask, “Does this make sense?” ○ Partner gives ideas ○ Switch	Pathway #4 ● What did you learn? ○ Have a partner to read a page in your book ○ Ask, “What did you learn?” ○ “I learned that...” or “What I learned is...”
Way #5 Partner Edit ○ Ask a partner to read a page you wrote ○ Together, check for capital letters, punctuation, or misspelled words ○ Talk to your partner about what you might need to edit or revise	Pathway #6 ● Share Ideas ○ Share idea with partner ○ Ask “What could I teach?” ○ Sketch ○ Switch

Writing Curriculum

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Differentiation	
Bilingual Learners	• Collaborate with the ESL Specialist • Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) • Use visual clues (<i>pictures</i>) • Repeat directions • Simplify task directions • Check for understanding • Utilize peer models • English Language supports for parents of non-English speaking students • Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use sentence starters or frames when possible • Provide graphic organizers
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible • Provide graphic organizers
At-Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information

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	• Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction • Provide graphic organizers										
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Sample Depths of Knowledge Questions/Tasks											
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	• Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction • Provide graphic organizers
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Assessment of Learning - Assessment

Formative	Summative	Benchmark
• Teacher Observation • On-demand written pieces • Paragraph of the week • Individual conferences • Writing notebook entries • Peer editing • Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions	• Unit 4 Writing Rubric • Final published piece	• On demand writing task

Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• National Geographic Reader Series • Nonfiction Books by Gail Gibbons • <i>Ordinary People Change the World Series</i> by Brad Meltzer • Time for Kids Nonfiction Readers • Let's Read and Find Out Science Series	• Pebble Go • Epic	• 1st Grade Writing Units and Goals • What is Informational Writing • Choosing a Topic • Plan • Introduction • Writing a Draft • Closing • Table of Contents • Glossary • Nonfiction Text Features song • Informational writing • All About Me informational • Unit Goals/Parent Letter • K-2 Writing Process

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		• Nat Geo Readers • Science textbook • Social Studies - Kids Discover Magazines
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Disciplinary Connections

Language Arts - Reading

RI.CR.1.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.MF.1.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Comprehensive Health And Physical Education - Community Time

2.1.2.SSH.1. Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.7. Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8. Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adult, a sibling or peer).

History Studies

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Science

1- LS-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1- LS-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Other Readiness, Life Literacies, and Key Skills

NJSLS	Practices
• 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2 List ways to give back, including making donations, volunteering, and starting a business. • 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2 Explain why employers are willing to pay individuals to work. • 9.2.2.CAP.3 Define entrepreneurship and social entrepreneurship.	• CLKSP1 Act as a responsible and contributing community member and employee.

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9.2.2.CAP.4 List the potential rewards and risks to supporting a business. 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts. 9.4.2.CI.2 Demonstrate originality and inventiveness in work. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. 9.4.2.DC.4 Compare information that should be kept private to information that might be made public. 9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	
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II Emotional Learning Competencies

Awareness: ability to recognize one's emotions and know one's strengths and limitations	Connections - Writing a journal entry to reflect on thoughts and ideas - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections - Using zones of regulation chart to monitor emotions - Take a break with deep breathing to focus
Relational Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others	Connections - Writing a journal entry to reflect on understanding of key concepts - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)

	Down, Pictures, etc.)
Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections - Engaging in collaborative discussions - Incentives for individual students and small groups
Responsible Decision-Making: refers to the ability to use multiple sources of information to make ethical and responsible decisions	Connections - Class rules and routines - Engaging in collaborative discussions - Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Algorithms & Programming	Computers follow precise sequences of steps that automate tasks.	8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further	8.1.2.AP.4: Break down a task into a sequence of steps.
Engineering Design	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	8.2.2.ED.1: Communicate the function of a product or device.
Interaction of Technology and Humans	Human needs and desires determine which new tools are developed.	8.2.2.ITH.2: Explain the purpose of a product and its value.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary

Focus Area	Resources
- Use commas in dates and to separate single words in a series - Writers will... - Practice using commas when writing the date on their paper	- Foundations Level 1 - Heggerty Commas Video

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○ Use commas after transition words (First, Then, Next, Finally,) ○ Use commas when separating the materials in their how-to piece (ex. First, get the milk, chocolate syrup, spoon, and cup.)	
● Use conventional spelling for words with common spelling patterns for frequently occurring irregular words - Writers will... ○ Review common spelling patterns and word families ○ Review and learn “Trick Words” using Foundations resources	● Foundations Level 1 ● Heggerty
● Use verbs to illustrate specific action steps - Writers will... ○ Brainstorm action verbs in a mini lesson for a how-to piece (ex: mix the ingredients, stir the batter, bake in the oven). Refer to Jack Hartmann Video - Action Verbs. ○ Brainstorm action words for their own how-to piece. ○ Identify action verbs in their own how-to piece by highlighting them in orange	● Foundations Level 1 ● Heggerty ● Verbs Video
● Use common, proper, and possessive nouns - Writers will... ○ Understand that a noun is a person, place, or thing. Brainstorm types of nouns on a chart. Refer to Jack Hartmann Video - What is a Noun? ○ Understand the difference between common and proper nouns by creating a chart as a whole-class ○ Understand that proper nouns are capitalized ○ Understand what a possessive noun is and how to write a possessive noun using an apostrophe	● Foundations Level 1 ● Heggerty ● Nouns Video
● Use frequently occurring adjectives - Writers will... ○ Understand that an adjective describes a noun ○ See Jack Hartmann Video - What is an Adjective? ○ Create a whole-class chart of frequently occurring adjectives ○ Differentiate word choice to vary adjectives (ex: happy - delighted, joyful, cheerful, elated, etc.)	● Foundations Level 1 ● Heggerty ● Adjectives Video

5: Painting With Words: A First Grade Poetry Study

Jersey Student Learning Standards

Writing Curriculum

Grade: 1

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- 2.1.4. 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.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- 1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- S.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- E.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- 1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 1 reading and content.
- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in many meanings.
- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Summary (Enduring Understandings)

In this unit, first grade students will immerse themselves in the world of poetry. They will explore the unique characteristics of poems and experiment with language, rhythm, and sound. Through guided instruction, reading a variety of poems, and engaging in creative writing exercises, students will learn to express their thoughts, feelings, and observations in poetic form. This unit aims to foster a love for poetry and develop student ability to use descriptive language and imagery. Students will understand that poetry is a special way to express thoughts, feelings, and ideas through creative and imaginative use of language. They will recognize that poems have distinctive features and that using sensory details and descriptive words helps to paint pictures in the reader's mind and convey emotions effectively.

As students write their own poems, they will take responsibility for their learning by choosing their own topics and reflecting on how to express their thoughts and feelings. They will adapt their writing to suit different purposes, such as sharing their ideas with classmates or expressing emotions. Students will learn to use details from their own experiences, observations, and senses to support their ideas in poems. They will use books, videos, and other resources to help them learn about poetry and develop their skills. Technology will be used to help students create digital poems, explore poetry in new ways, and share their work. Through writing poems, students will learn

express themselves but also learn to appreciate and respect the different ways others think and feel.

Essential Questions

What is poetry?
How is poetry different from other types of writing?
Why do people write poetry?
How can writing poetry help us express our feelings, thoughts and ideas?
What makes a poem a poem?
How do poets use words to create images and feelings?
How can we find inspiration for writing poems?
How do we share and perform our poems?
Why is it important to revise our poems?

	Transfer
Identify and write poems with different poetry structures (list poem, shape poem) Use line breaks Include descriptive language to create a visual image Eliminate extra words to create rhythm and structure in their poetry Generate a topic to create a poem Write for an uninterrupted amount of time, established by teacher/grade Use the supplies of the classroom during Writing Workshop Follow routines and procedures of Writing Workshop Go through the writing process to publish a piece Develop and strengthen writing through planning, revising, editing, and rewriting Apply grade-level phonics when writing Construct appropriate sentences Integrate technology tools when applicable	• Construct various poems following appropriate structure • Compose poems using descriptive language • Write using grade level knowledge of conventions and phonics • Effectively collaborate with peers throughout the writing process

Instructional Goals and Pathways

Writers generate ideas.

Pathways

Pathway #1	Pathway #2
Family ○ Picture your family ○ Think of a few things you like to do together ■ Write a list ○ Sketch ideas across pages ○ Add writing to match your sketches	Feelings ○ Think of a strong feeling you've had ○ Think: "What made me feel this way?" ○ Sketch ideas across pages ○ Add writing to match your sketches

Writing Curriculum

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Pathway #3 Nature ○ Think about being outside in nature ○ What comes to mind? ○ How do you feel? ○ Sketch ○ Add writing to match sketches	Pathway #4 ● Likes/Dislikes ○ Think about something you have a strong like or dislike for ○ How does it make you feel? ○ What does it make you picture in your head? ○ Sketch ○ Add writing to match sketches
Writers write different types of poems.	
Ways	
Pathway #1 Write a Color Poem ○ Choose the colors of your poem ○ Write	Pathway #2 ● Write a List Poem ○ Choose your topic ○ Write down words that describe your topic ○ Use your senses to think of words ○ Be creative and add fun words ○ Read your poem
Pathway #3 Write a Shape Poem ○ Choose a shape ○ Lightly draw the shape real big ○ Write words or short sentences about the shape inside of it ○ Erase the outside lines ○ Read your poem	Pathway #4 ● Write an Acrostic Poem ○ Choose your topic ○ Pick a word for that topic ○ Write the word you picked down the side of your paper, one letter at a time ○ Think of words or sentences that start with each letter of your word ○ Read your poem
Pathway #5 Write a Diamante Poem ○ Pick Two Opposites: Choose two things that are opposite or very different from each other, like "Sun" and "Snow." ○ Write the First Thing: Write the first word (the first thing) at the top of your paper. This is the start of your poem. ○ Create the Poem: Follow these steps to fill in the lines: ■ Line 1: Write the first thing (one word) ■ Line 2: Write two words that describe the first thing ■ Line 3: Write three action words (verbs) about the first thing ■ Line 4: Write a short sentence that shows a change from the first thing to the second thing	Pathway #6 ● Write a Personification Poem ○ Choose an object or thing ○ Pretend that your object can talk, feel, act, etc. ○ Write a sentence about your object ○ Add more sentences ■ Think: "How can I make my poem fun?" ○ Read your poem

■ Line 5: Write three action words about the second thing ■ Line 6: Write two words that describe the second thing ■ Line 7: Write the second thing (one word) ○ Read your poem	
Pathway #7 Write a Haiku ○ Choose your topic ○ Write a line about your topic with 5 syllables ○ Write a line about your topic with 7 syllables ○ Write a line about your topic with 5 syllables ○ Read your poem	Pathway #8 ● Write a Sensory Poem ○ Choose your topic ○ Think about how your topic looks, sounds, smells, tastes, and feels ○ Write a sentence beginning with “I see” ○ Write a sentence beginning with “I hear” ○ Write a sentence beginning with “I smell” ○ Write a sentence beginning with “I taste” ○ Write a sentence beginning with “I feel” ○ Read your poem
Writers make their poems better.	
Ways	
Pathway #1 Sensory Details ○ Reread your poem ○ Think of your senses for the topic ○ Look at the pictures ■ Write new words to describe what you see, feel, hear, taste, or smell ○ Add the words to your poem	Pathway #2 ● Descriptive Words ○ Reread your poem ○ Find a noun ○ Add an adjective (s) to describe the noun ○ Repeat
Pathway #3 Sentence Stretching ○ Reread your poem ○ Pick a line ○ Stretch your sentence by adding more details ■ Turn "The cat sat" into "The fluffy, white cat sat quietly in the warm, sunny spot on the windowsill."	Pathway #4 ● Word Choice ○ Reread your poem ○ Find a line with an action word (verb) ○ Replace with a stronger action word (verb) ○ Repeat
Pathway #5 Figurative Language ○ Reread your poem ○ Pick a line where you can add a simile or metaphor	
Writers make their writing easy to read.	
Ways	

Pathway #1 Capitals and end marks ○ Reread your poem ○ Decide where a capital belongs ○ Add punctuation to lines as needed	Pathway #2 ● Edit for structure ○ Reread your poem ○ Check the poem type ○ Count the syllables in each line ○ Fix if needed
Pathway #3 Check for understanding ○ Reread your poem ○ Think: “Does this make sense?” “Does it say what I mean?” ○ Fix if needed	Pathway #4 ● Edit for spelling ○ Reread your poem ○ Tap out any word you are unsure of ○ Use resources around the room (word wall, anchor charts) to help you ○ Repeat
Pathway #5 Edit for _____ ○ Read for _____ ○ Fix as needed ○ Pick a new focus/repeat	

Writers give and receive feedback.

Ways

Pathway #1 Help partners ○ Listen to partners read ○ Point to parts with suggestions ■ You may want.. ■ Try... ■ Maybe... ○ Repeat with partner	Pathway #2 ● Focus on a goal ○ Listen to partner read ○ Look at goal/ strategy chart ○ Make suggestions ○ Fix/add writing ● Repeat with partner
Pathway #3 Share writing ○ Sit with writing between you ○ Read piece and pause ■ When you notice something.. ● Say, “<i>Something I admire...</i>” ● Say, “<i>Something I wonder...</i>” ● Say, “<i>A suggestion I have...</i>” ○ Fix/ add writing	

Differentiation

Writing Curriculum

Grade: 1

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Bilingual Learners	• Collaborate with the ESL Specialist • Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) • Use visual clues (<i>pictures</i>) • Repeat directions • Simplify task directions • Check for understanding • Utilize peer models • English Language supports for parents of non-English speaking students • Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use sentence starters or frames when possible • Provide graphic organizers
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible • Provide graphic organizers
Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs

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	• Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction • Provide graphic organizers										
ed and Talented	• The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft. The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. <table border="1"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>How can you recognize poetry?</td></tr> <tr> <td>2</td><td>How is poetry different from other genres?</td></tr> <tr> <td>3</td><td>Compare and contrast a poem of your choice.</td></tr> <tr> <td>4</td><td>Analyze a poem critically and describe its meaning.</td></tr> </tbody> </table> • <i>Enrichment Activities</i> ◦ Students can write a sensory poem about an emotion or feeling. Students should use descriptive language in each and illustrate the poems. ◦ Handout	Sample Depths of Knowledge Questions/Tasks		1	How can you recognize poetry?	2	How is poetry different from other genres?	3	Compare and contrast a poem of your choice.	4	Analyze a poem critically and describe its meaning.
Sample Depths of Knowledge Questions/Tasks											
1	How can you recognize poetry?										
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	• Extended time for assignments • Provide prompting, reassurance, and time to formulate ideas • Preferential seating • Repeat directions • Check for understanding • Utilize instructional aides in the classroom setting • Utilize peer models • Use of FM system to improve attention and support auditory information • Implement positive behavior chart to increase focus and work completion • Sensory breaks • Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction • Provide graphic organizers										

ence of Learning - Assessment

Writing Curriculum

Grade: 1

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Formative	Summative	Benchmark
- Teacher Observation - On-demand written pieces - Paragraph of the week - Individual conferences - Writing notebook entries - Peer editing - Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions	Unit 5 Writing Rubric - Final published piece	On demand informational writing task

Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
<i>Daniel Finds a Poem</i> by Micha Archer <i>Wet Cement</i> by Bob Raczka <i>Dogku</i> by Andrew Clements <i>Quick as Cricket</i> by Audrey Wood <i>Shout! Little Poems that Roar</i> by Brod Bagert <i>Noisy Poems for a Busy Day</i> by Robert Heidbreder <i>Firefly July: A Year of Very Short Poems</i> by Paul B. Janeczko <i>The New Kid on the Block</i> by Jack Prelutsky	Daniel Finds a Poem by Micha Archer Wet Cement by Bob Raczka Dogku by Andrew Clements Quick as Cricket by Audrey Wood Shout! Little Poems that Roar by Brod Bagert Noisy Poems for a Busy Day by Robert Heidbreder Firefly July: A Year of Very Short Poems by Paul B. Janeczko The New Kid on the Block by Jack Prelutsky	1st Grade Writing Units and Goals What is Poetry? Five Senses A Poet's Eye Big Feelings and Line Breaks Repetition Rhyming Alliteration Similes Metaphors Shape Poem Acrostic Poem Publishing Primary poetry unit Poetry unit Poetry unit examples Unit Goals/Parent Letter K-2 Writing Process

Disciplinary Connections

Language Arts - Reading

RL.CR.1.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Writing Curriculum

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RL.CI.1.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.TS.1.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

Comprehensive Health And Physical Education - Community Time

2.1.2.SSH.1. Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.7. Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8. Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adult, a sibling or peer).

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. 9.2.2.CAP.2 Explain why employers are willing to pay individuals to work. 9.2.2.CAP.3 Define entrepreneurship and social entrepreneurship. 9.2.2.CAP.4 List the potential rewards and risks to supporting a business. 9.4.2.CI.2 Demonstrate originality and inventiveness in work. 9.4.2.TL.2 Create a document using a word processing application. 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.	- CLKSP1 Act as a responsible and contributing community member and employee. - CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

Personal Emotional Learning Competencies

Awareness: ability to recognize one’s emotions and know one’s strengths and limitations	Connections - Writing a journal entry to reflect on thoughts and ideas - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Management: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations	Connections Using zones of regulation chart to monitor emotions

	Take a break with deep breathing to focus
Self-Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others	Connections - Writing a journal entry to reflect on understanding of key concepts - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections - Engaging in collaborative discussions - Incentives for individual students and small groups
Responsible Decision-Making: refers to the ability to use multiple sources of information to make ethical and responsible decisions	Connections - Class rules and routines - Engaging in collaborative discussions - Following directions

Computer Science and Design Thinking

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Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Interaction of Technology and Humans	Human needs and desires determine which new tools are developed.	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary

Focus Area	Resources
- Use commas in dates and to separate single words in a series - Writers will... - Practice using commas when writing the date on their paper	- Foundations Level 1 - Heggerty Simple/Compound Sentences Video

Writing Curriculum

Grade: 1

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○ Use commas after transition words (First, Then, Next, Finally,) ○ Use commas when separating the materials in their poem ● Use syntax: constructing complex sentences using conjunctions - Writers will...	
● Use sentence-level context as a clue to the meaning of a word or phrase ○ Use frequently occurring affixes and inflection (i.e. -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look), and their inflectional forms (i.e. looks, looked, looking) ○ Use figurative language, word relationships, and nuances in word meanings ○ Sort words into categories (i.e. colors, clothing) to gain a sense of the concepts the categories represent ○ Define words by category and by one or more key attributes (i.e. a duck is a bird that swims; a tiger is a large cat with stripes) ○ Distinguish shades of meaning among verbs differing in manner (i.e. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (i.e. large, gigantic) by defining or choosing them, or by acting out the meanings ○ 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 (i.e. because)	● Foundations Level 1 ● Heggerty ● Shades of Meaning Video ● Shades of Meaning Video 2 ● Similes Video ● Metaphors Video