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Georgia Performance Standards Task for English Language Arts – GRADE 1

Grade: First

Title: Personal Experience Published

Task Annotation:

After learning the essential elements of narrative and exploring authors' techniques to develop these elements, the students will self-select a topic to write about from their bank of personal connections. Over the course of a week, students will draft, revise and edit their narrative. The students will be given opportunities for peer and/or teacher feedback. Before publishing their narratives, students will self-evaluate using the rubric created throughout this unit. Students will then publish their piece using a variety of materials. They will be taught explicitly how to present their piece in front of a group. To conclude the unit, the pieces will be shared at an author's celebration.

The Task:

Students will choose a personal experience from their bank of writing ideas. Their bank has been developed by making connections to a variety of text through the narrative unit.

Students will apply author's craft to their pieces through revision. Students will self-evaluate their pieces based on their narrative rubric constructed throughout the unit. A sample is included with this task. Students may have peer conferences and/or student-teacher conferences.

Students will apply first grade conventions to their piece of writing through the editing process. Students will self-evaluate their pieces based on the conventions rubric. A sample is included. Students may have peer conferences and/or student-teacher conferences.

Students will publish their narratives.

Students will practice using appropriate speaking and listening skills to prepare for presenting their published piece author's celebration. A self-assessment sheet is provided for appropriate speaking and listening skills.

Focus Standard:

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- c. Responds appropriately to orally presented questions.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

ELA1R1 The student demonstrated knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

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ELA1W1 The student begins to demonstrate competency in the writing process. The student

- a. Writes texts of a length appropriate to address a topic and tell a story.
- b. Describes an experience in writing.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).

Differentiated Instruction Readiness

No accommodations are recommended for this assessment.

It is important to see where every student is in understanding and being able to apply the above elements independently without conferences. A second narrative could be done by students independently from peer and teacher conferencing. This second narrative could be evaluated and recorded on the Class Profile Sheet. From this assessment, it can be determined who needs additional accommodations as you move into the next unit of writing.

Appropriate accommodations for the next unit may include:

1. Provide student with paper that has been highlighted in dashes across the lines so as to provide a space to write each word.
2. Draw an arrow from left to right across the top of the writing paper with the word START on the left side of the arrow.
3. Write the student's name and date in dotted letters for him/her to trace over.
4. Individual word cards or list with a key picture for each phonemic sound.
5. Alternative writing instruments: fat pencils, fat crayons, markers, three-sided pencils, or pencil grips.
6. Please, teach students to hold writing instruments correctly and expect them to do so as their fine motor development allows. This is so important when they are older and have to write for extended periods of time. By correctly holding a writing instrument, the student will experience less fatigue in his/her fine motor muscle groups.
7. Picture prompts on wall charts and/or rubrics.
8. Quiet areas and areas where there is less visual stimulation.
9. Copy of charts for individual use.
10. Parallel Story Map or Plot Line would benefit students who need a model from which to create their own product. For example, on one side of a paper a familiar story could be mapped out or plotted with blank spaces to be completed by the student on the opposite side. Another example would be a story web with filled in spaces about a familiar story and blank spaces right underneath for the student to fill in.

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Learning Profile

Auditory Learners are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. They also need directions or instructions to be repeated and backed up with a visual example or model.

Visual Learners are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it. They may need to express some parts of their initial narratives or literature responses in pictures. This can be phased out as the student develops more competent skills.

Kinesthetic Learners are those students who learn through the use of their bodies, through touch, manipulation of objects, and physically using their bodies.

Learners with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slow at gaining reading and writing skills at proficient levels. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes.

Learners with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react. Touch-sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have an occupational therapist or contract for services through a local facility for advice. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

Learners with symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted, wants help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurts out, wants to be first, first volunteers for anything, acts impulsively, and/or talks continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can move to better focus, cool off, or just to move is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.

Learners with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures **do not** look adults in the eye as it is a sign of **disrespect**. Some cultures need to “save face” when being corrected or redirected. Utilize your

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system's resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, labeling all objects in the room, and picture/icons to accompany as many charts and graphic organizers as possible. They will need visual representation for grade level vocabulary and key words in content areas.

Note: There are several sites online available for translating to facilitate home-school communication such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.