

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Writing	Grade Level(s): First Grade
Department: Humanities	Credits: N/A
BOE Adoption Date: September 2022	Revision Date(s): August 2022

Course Description

In first grade, students will explore the various writing genres through a Writer’s Workshop approach. The Writer’s Workshop model recognizes that to achieve maximum success, writing instruction must be differentiated. Students in first grade continue to improve their sentence writing skills and learn more about the writing process. They start to produce pieces with a beginning, middle, and end, and add more details to their writing. Students learn to write for different purposes and audiences, and in various forms, including narrative, informational and opinion. The Writer’s Workshop structure includes a mini-lesson, independent writing, teacher and peer conferencing, and time to share their writing. Students participate in author studies in order to understand - and therefore apply in their own writing - techniques they discover in the work of published authors. “When young people are explicitly taught the craft of proficient writing, they are able to travel the world as writers, applying their skills to discipline-based learning and to their lives” (Lucy Calkins 2013).

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units* . The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: First Grade Writing

Prerequisite(s): Kindergarten Writing

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Unit 1: Writing Introduction</p>	<p>September 3-4 weeks</p>	<p>Primary Standards</p> <ul style="list-style-type: none"> ● L.1.1.c ● L.1.1.j ● L.1.2.b <p>Secondary Standards</p> <ul style="list-style-type: none"> ● SL.1.1.a-c ● SL.1.2 ● SL.1.3 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts ● Use end punctuation for sentences. 	<p>Introducing Writer’s Workshop</p> <ul style="list-style-type: none"> ● Understand what writers do ● Understand the structure of writer’s workshop ● Use writing tools to strengthen writing ● Understand why writers write ● Use oral storytelling to plan for writing ● Use pictures to enhance our writing ● Use labels to enhance our pictures <p>Sentence Production</p> <ul style="list-style-type: none"> ● Produce sentences in response to a picture or prompt ● Use spaces between words ● Start sentences with a capital letter ● End sentences with punctuation ● Produce sentences that

				<p>make sense (matching noun and verb)</p> <ul style="list-style-type: none"> ● Understand and produce different types of sentences (simple and compound, declarative, interrogative, imperative, exclamatory)
Unit 2: Narrative Writing	October- November 6-8 weeks	<p>Primary Standards</p> <ul style="list-style-type: none"> ● W.1.3 ● W.1.5 ● W.1.8 ● L.1.1.b ● L.1.1.f ● L.1.2.a <p>Secondary Standards</p> <ul style="list-style-type: none"> ● W.1.6 ● SL.1.4 ● SL.1.5 ● SL.1.6 ● L.1.2.d ● L.1.2.e 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● Use common, proper, and 	<ul style="list-style-type: none"> ● Write an introduction sentence ● Produce a beginning, middle, and end to the story ● Tell a story in sequence order, using temporal words (first, next, last) ● Write an ending sentence ● Add details to strengthen writing ● Write about a personal experience (small moment) ● Include pictures with labels to add detail ● Use pre-writing strategies (e.g. tell across fingers, sketch) to plan their writing ● Develop characters by unfreezing them (actions) and making them think and feel ● Use digital tools to produce writing ● Produce complete sentences with a capital letter and

			<p>possessive nouns.</p> <ul style="list-style-type: none"> • Use frequently occurring adjectives. • Capitalize dates and names of people. 	<p>punctuation</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns • Use adjectives to describe • Capitalize names and dates • Use a variety of strategies (phonetic spelling, patterns, word wall) to correctly spell words
Unit 3: Review/Prepare	December 2-3 weeks	<p>Primary Standards</p> <ul style="list-style-type: none"> • W.1.3 • L.1.1.d <p>Secondary Standards</p> <ul style="list-style-type: none"> • W.1.2 • L.1.1.b • L.1.1.f • L.1.1.j • L.1.2.a 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 	<ul style="list-style-type: none"> • Understand narrative writing as telling a story • Understand that informational writing is different than narrative writing • Understand that informational writing does not tell a story, but shares factual information • Respond to prompts • Identify pronouns in sentences • Use pronouns in sentences • Produce sentences with a capital, subject/verb agreement, and end punctuation
Unit 4: Informational Writing	January - February 6-8 weeks	<p>Primary Standards</p> <ul style="list-style-type: none"> • W.1.2 • W.1.5 • W.1.6 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply 	<ul style="list-style-type: none"> • Name the topic in the beginning • Teach the reader about something

		<ul style="list-style-type: none"> ● W.1.7 ● W.1.8 ● L.1.1.e ● L.1.2.c <p>Secondary Standards</p> <ul style="list-style-type: none"> ● SL.1.5 ● SL.1.6 ● L.1.2.d ● L.1.2.e 	<p>some facts about the topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; 	<ul style="list-style-type: none"> ● Write facts about the topic in words, labels, and pictures ● Write an ending to conclude the piece ● Gather research to support writing ● Engage in self and peer reflection ● Use technology to engage in research and to publish writing ● Use a variety of strategies (phonetic spelling, patterns, word wall) to correctly spell words ● Use capital letters to begin sentences and for names and dates ● Use end punctuation for sentences ● Understand and use correct verb tense (present, past future) ● Use commas in dates and in a series
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			<p>Tomorrow I will walk home).</p> <ul style="list-style-type: none"> Use commas in dates and to separate single words in a series. 	
Unit 5: Review/ Prepare	March 2-3 weeks	<p>Primary Standards</p> <ul style="list-style-type: none"> W.1.2 L.1.1.i <p>Secondary Standards</p> <ul style="list-style-type: none"> W.1.1 L.1.1.e L.1.1.j L.1.2.a L.1.2.c 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Use frequently occurring prepositions (e.g., during, beyond, toward) 	<ul style="list-style-type: none"> Understand that informational writing shares factual information Understand the difference between fact and opinion Understand that opinion writing is your own opinion Respond to prompts Identify prepositions in a sentence Use prepositions in a sentence Produce sentences with a capital, subject/verb agreement, and end punctuation Produce sentences in present, past, and future tense Use commas when writing the date and in a series
Unit 6: Opinion Writing	April - May 6-8 weeks	<p>Primary Standards</p> <ul style="list-style-type: none"> W.1.1 W.1.5 L.1.1.g L.1.1.h <p>Secondary Standards</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason 	<ul style="list-style-type: none"> Write an introduction that names the topic, grabs reader's attention, and states their opinion Provides at least one reason for their opinion

		<ul style="list-style-type: none"> ● W.1.6 ● SL.1.5 ● SL.1.6 ● L.1.1.j ● L.1.2.d ● L.1.2.e 	<p>for the opinion, and provide some sense of closure.</p> <ul style="list-style-type: none"> ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● Use determiners (e.g., articles, demonstratives). 	<ul style="list-style-type: none"> ● Include details in words, pictures, and labels ● Write an ending to conclude the piece ● Engage in self and peer reflection ● Use technology to publish writing ● Use a variety of strategies (phonetic spelling, patterns, word wall) to correctly spell words ● Use capital letters to begin sentences and for names and dates ● Use end punctuation for sentences ● Identify and use conjunctions in sentences ● Identify and use determiners in sentences
Unit 7: Review	June 2-3 weeks	Primary Standards <ul style="list-style-type: none"> ● W.1.1 ● W.1.2 ● W.1.3 Secondary Standards <ul style="list-style-type: none"> ● L.1.1.a-j ● L.1.2.a-e 	Students will be able to: <ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ● Write informative/explanatory texts in which they name a 	<ul style="list-style-type: none"> ● Review narrative, informational, and opinion writing genres ● Respond to prompts from all 3 genres ● Review grammar: print all letters; common, proper, and possessive nouns; singular and plural nouns with matching verbs in sentences; pronouns; verb

			<p>topic, supply some facts about the topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide a sense of closure. 	<p>tense; adjectives; conjunctions; determiners; prepositions; simple and compound sentences</p> <ul style="list-style-type: none"> • Review mechanics: capitalize names and dates; use end punctuation; commas in dates and series; conventional spelling; phonetic spelling
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Instructional Unit Map			
Course Title: First Grade Writing			
Unit Title	Unit 1 Writing Introduction	Start Date:	September
		Length of Unit:	3-4 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2.b Use end punctuation	Learning Goals	Students will be able to: <ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts • Use end punctuation for sentences.

	<p>for sentences.</p> <p>Secondary Standards</p> <p>SL.1.1.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). O+</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is a writer? ● What is a writer's workshop? 		

	<ul style="list-style-type: none"> ● What do writers do? ● How can I use tools to help me to write? ● What do writers write about? ● Why do writers write? ● How do drawings and labels help my writing? ● What is a sentence? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 	<ul style="list-style-type: none"> ● Sentence writing samples 	<ul style="list-style-type: none"> ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)

Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications)</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

<p><i>/Accommodations) – planned for prior to instruction</i></p>	<p>Instructional</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time 	<p>Instructional</p> <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level’s rubric/checklist ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> • Oral Prompts/ Cues • No penalty for spelling errors • Monitor on-task behavior • Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> • Use native language for directions if available • Reword / clarify test directions • Provide sentence frames • Additional Time • Provide individual support • Allow for dictation as needed 	<ul style="list-style-type: none"> • No penalty for spelling errors • Monitor on-task behavior • Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> • Provide/ allow use of writing tools • Reword / clarify test directions • Provide sentence frames • Additional Time • Allow retakes • Allow for dictation as needed • Modified grading 	<ul style="list-style-type: none"> • Allow retakes 	
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> • Learning Structures • Group and Individual routines • Students working at their own pace during independent writing • Presenting materials in a variety of ways • Flexible Small Group instruction 		<ul style="list-style-type: none"> • Multiple writing pieces • Rubrics • Success Criteria • Assessment Retakes • Choice of topics 	

	<ul style="list-style-type: none"> ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: write, writer, oral storytelling, labels, sentence, capital letter, punctuation</p> <p>Tier III: writer’s workshop, noun, verb, singular noun, plural noun, simple sentence, compound sentence, declarative, interrogative, imperative, exclamatory</p>	
<p>Integration of Technology SAMR</p>	<p>S - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Computer Science and Design Thinking (2020)</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals,</p>	

	places, information, and ideas through a network.	
21st Century Themes/Skills P21 Framework	Themes	Skills
	<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ○ ● Understanding other nations and cultures, including the use of non-English languages. ○ <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives ○ ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Writer’s Workshop Model ● Beginning Writing Unit (refer to ELA Resources Shared Drive) ● Sentence Practice - subject/verb agreement, types, capitals and punctuation ● Writing Folder ● Word Wall 	

Instructional Unit Map
Course Title: First Grade Writing

Unit Title	Unit 2: Narrative Writing		Start Date:	October - November
			Length of Unit:	6-8 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.1.1.b Use common, proper, and possessive nouns. L.1.1.f Use frequently occurring adjectives. L.1.2.a Capitalize dates and names of people.	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● Use common, proper, and possessive nouns. ● Use frequently occurring adjectives. ● Capitalize dates and names of people. 	

	<p>Secondary Standards</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is narrative writing? ● How do we bring small moments to life? ● How does studying other writer’s craft help us become better writers? ● How do we fix and fancy up our best work? 		

	<ul style="list-style-type: none"> • What strategies will I use to help me spell and write? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Daily student independent writing • Checklists • Student conferencing • Student Observation • Graphic Organizers • Exit Tickets • Turn and Talk • Hand signals to show understanding • Student Self-Assessment/Reflection • Choral and individual responses to questioning • Class Discussion • Anecdotal records 	<ul style="list-style-type: none"> • Narrative writing pre-assessment • Narrative writing post-assessment • Published Narrative 	<ul style="list-style-type: none"> • Author's celebration • Writing Center • Gallery Walk • Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Narrative writing pre-assessment • Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Responsive Teaching • Teacher Clarity (goals, expectations, criteria, assessment, etc.) • Scaffolding • Mini Lessons/Anchor Charts • Direct Instruction 		

	<ul style="list-style-type: none"> ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level’s rubric/checklist ● Peer leader/helper Assessments

	<ul style="list-style-type: none"> ● Small group/individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior 	<ul style="list-style-type: none"> ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

	<ul style="list-style-type: none"> ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: sentence, capital, period, small moment, details, beginning, middle, end, sequence, characters Tier III: narrative, introduction sentence, common noun, proper noun, possessive noun, adjectives	
Integration of Technology SAMR	S - Type stories in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit stories in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs, Students comment and interact with each other in Seesaw R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	ELA RL.1.1. Ask and answer questions about key details in a text. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	
21st Century Themes/Skills P21 Framework	Themes	Skills

	<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures, including the use of non-English languages <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Lucy Calkins Narrative Unit ● Narrative On Demand (Refer to ELA Resources Shared Drive) ● Narrative Rubric ● Narrative Checklist Illustrated ● Narrative Checklist ● Grammar Practice - common, proper, possessive nouns, adjectives, capitalize dates and names ● Writing Folder ● Word Wall ● Various paper choices ● Conferring Record Sheet 	

Instructional Unit Map

Course Title: First Grade Writing

Unit Title	Unit 3 Review/Prepare	Start Date:	December
		Length of Unit:	2-3 weeks
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary Standards W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Secondary Standards W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. L.1.1.b Use common, proper, and possessive nouns. L.1.1.f Use frequently</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). O

	occurring adjectives. L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2.a Capitalize dates and names of people.			
Essential Questions	<ul style="list-style-type: none"> ● What is narrative writing? ● What is the difference between narrative and informational writing? ● How can I use pronouns in a sentence? 			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative	
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion 	<ul style="list-style-type: none"> ● Responses to prompts 	<ul style="list-style-type: none"> ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.) 	

	<ul style="list-style-type: none"> ● Anecdotal records 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) ● Narrative on-demand 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 		

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<p>Instructional</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions 	<p>Instructional</p> <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology

	<ul style="list-style-type: none"> ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 	<ul style="list-style-type: none"> ● Provide sentence frames ● Additional Time ● Allow retakes 	
Differentiated Instructional Methods: <i>(Multiple means for</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: sentence, capital, period, small moment, details, beginning, middle, end, sequence, characters</p> <p>Tier III: narrative, introduction sentence, common noun, proper noun, possessive noun adjectives, personal pronoun, possessive pronoun, indefinite pronoun</p>	
<p>Integration of Technology SAMR</p>	<p>S - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA RL.1.1. Ask and answer questions about key details in a text. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ○ ● Understanding other nations and cultures, including the use of non-English languages. ○ <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ○ ● 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.6: Illustrate and communicate ideas and stories using multiple digital tools 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy

Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Narrative Writing Unit ● Lucy Calkins Informational Writing Unit ● Grammar Practice - personal, possessive, and indefinite pronouns O
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Instructional Unit Map			
Course Title: First Grade Writing			
Unit Title	Unit 4 Informational Writing	Start Date:	January - February
		Length of Unit:	6-8 weeks

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary Standards W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions) W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided</p>	<p>Learning Goals</p>	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions) ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ● Use commas in dates and to separate single words in a series.
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	<p>sources to answer a question.</p> <p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.2.c Use commas in dates and to separate single words in a series.</p> <p>Secondary Standards</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do we write teaching books? ● How do we write chapter books? 		

	<ul style="list-style-type: none"> ● How does studying other writer’s craft help us become better writers? ● How do we fix and fancy up our best work? ● What strategies will I use to help me spell and write? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 	<ul style="list-style-type: none"> ● Informational writing pre-assessment ● Informational writing post-assessment ● Published Informational piece 	<ul style="list-style-type: none"> ● Author’s celebration ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Informative writing pre-assessment ● Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding 		

	<ul style="list-style-type: none"> ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist

	<ul style="list-style-type: none"> ● Small group/individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors 	<ul style="list-style-type: none"> ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools 	<ul style="list-style-type: none"> ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Peer leader/helper <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

	<ul style="list-style-type: none"> ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: topic, facts, ending, research, text feature, graphic feature, edit, revise, capital, punctuation Tier III: verb tense, comma	
Integration of Technology SAMR	S - Type pieces in word processing program, Use Seesaw to access assignments, Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs, Students comment and interact with each other in Seesaw R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	ELA RI.1.1. Ask and answer questions about key details in a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.10. With prompting and support, read informational texts at grade level text complexity or above. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals,	

	places, information, and ideas through a network.	
21st Century Themes/Skills P21 Framework	Themes	Skills
	<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O ● Understanding other nations and cultures, including the use of non-English languages O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives O ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work ● 9.4.2.DC.1: Explain differences between ownership and sharing of information. ● 9.4.2.DC.2: Explain the importance of respecting 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.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 ● 9.4.2.TL.2: Create a document using a word processing application. 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy

	<ul style="list-style-type: none"> ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Informational Unit ● Additional Informational Unit resources (Refer to ELA Resources Shared Drive) ● Informational On Demand (Refer to ELA Resources Shared Drive) ● Informational Rubric ● Informational Checklist Illustrated ● Informational Checklist ● Grammar Practice - verb tense, commas in dates and a series ● Writing Folder ● Word Wall ● Various paper choices ● Conferring Record Sheet 	

Instructional Unit Map				
Course Title: First Grade Writing				
Unit Title	Unit 5 Review/Prepare		Start Date:	March
			Length of Unit:	2-3 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● Use frequently occurring prepositions (e.g., during, beyond, toward). 	

	<p>L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>Secondary Standards</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2.a Capitalize dates and names of people.</p> <p>L.1.2.c Use commas in dates and to separate single words in a series.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is informational writing? ● What is the difference between informational and opinion writing? ● How can I use prepositions in a sentence? 		

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 	<ul style="list-style-type: none"> ● Responses to prompts 	<ul style="list-style-type: none"> ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.)
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) ● Informational on-demand 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts 		

	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/ individual support 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level’s rubric/checklist ● Peer leader/helper Assessments

	<ul style="list-style-type: none"> ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p>	<ul style="list-style-type: none"> ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions 	<ul style="list-style-type: none"> ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	<ul style="list-style-type: none"> ● Tiered assessments ● Use of technology
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	<ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 	

	<ul style="list-style-type: none"> ● Choice/Options ● Topic Choice ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: topic, facts, ending, research, text feature, graphic feature, edit, revise, capital, punctuation Tier III: verb tense, comma, preposition	
Integration of Technology SAMR	S - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	ELA RL.1.1. Ask and answer questions about key details in a text. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	
21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability

	<p>dialogue in personal, work and community contexts.</p> <ul style="list-style-type: none"> Understanding other nations and cultures, including the use of non-English languages. <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives 9.4.2.Cl.2: Demonstrate originality and inventiveness in work 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> Lucy Calkins Informational Writing Unit Lucy Calkins Opinion Writing Unit Grammar Practice - Prepositions 	

Instructional Unit Map				
Course Title: First Grade Writing				
Unit Title	Unit 6 Opinion Writing		Start Date:	April - May
			Length of Unit:	6-8 weeks
Content Standards <i>What do we want them to know,</i>	Primary Standards W.1.1. Write opinion pieces in which they introduce the	Learning Goals	<ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide 	

<p><i>understand, & do?</i></p>	<p>topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.h Use determiners (e.g., articles, demonstratives).</p> <p>Secondary Standards</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete</p>		<p>some sense of closure</p> <ul style="list-style-type: none"> ● With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● Use frequently occurring conjunctions (e.g., and, but, or, so, because). ● Use determiners (e.g., articles, demonstratives).
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	<p>sentences when appropriate to task and situation.</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>			
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do we write persuasive reviews? ● How do we write persuasive book reviews? ● How does studying other writer’s craft help us become better writers? ● How do we fix and fancy up our best work? ● What strategies will I use to help me spell and write? 			
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p style="text-align: center;">Formative</p>	<p style="text-align: center;">Summative</p>	<p style="text-align: center;">Alternative</p>	
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers 	<ul style="list-style-type: none"> ● Opinion writing pre-assessment ● Opinion writing post-assessment ● Published Opinion 	<ul style="list-style-type: none"> ● Author’s celebration ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.) 	

	<ul style="list-style-type: none"> ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Opinion writing pre-assessment ● Starting Position (background knowledge) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback 		

	<ul style="list-style-type: none"> ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples/ directions 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports 	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist ● Peer leader/helper Assessments <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology

	<ul style="list-style-type: none"> ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames 	<ul style="list-style-type: none"> ● Classroom buddy ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 	<ul style="list-style-type: none"> ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	
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	<ul style="list-style-type: none"> ● Additional Time ● Provide individual support ● Allow for dictation as needed 				
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)		
	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 		<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics 		
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: opinion, opening, closing, argument, persuasion, reasons, edit, revise Tier III: determiner, articles, demonstratives				

Integration of Technology SAMR	<p>S - Type pieces in word processing program, Use Seesaw to access assignments, Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback, use the internet for research, lesson videos</p> <p>M - Students collaborate in Slides or Docs, Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>					
Interdisciplinary Connections NJ Student Learning Standards	<p>ELA</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Computer Science and Design Thinking (2020)</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Themes</th> </tr> </thead> <tbody> <tr> <td> <p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures, including the use of non-English languages <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> </td> </tr> </tbody> </table>	Themes	<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures, including the use of non-English languages <p>Career Readiness, Life Literacies, and Key Skills (2020)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration </td> </tr> </tbody> </table>	Skills	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration
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	<ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives o ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work ● 9.4.2.TL.2: Create a document using a word processing application. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	<ul style="list-style-type: none"> ● Information, Communication, Technology Literacy
Resources/Materials	<ul style="list-style-type: none"> ● Lucy Calkins Opinion Unit ● Additional Opinion Unit resources (Refer to ELA Resources Shared Drive) ● Opinion On Demand (Refer to ELA Resources Shared Drive) ● Opinion Rubric ● Opinion Checklist Illustrated ● Opinion Checklist ● Grammar Practice - conjunctions, determiners ● Writing Folder ● Word Wall ● Various paper choices ● Conferring Record Sheet 	

Instructional Unit Map			
Course Title: First Grade Writing			
Unit Title	Unit 7 Review	Start Date:	June
		Length of Unit:	2-3 weeks

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary Standards W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Secondary Standards L.1.1.a Print all upper- and lowercase letters. L.1.1.b Use common, proper, and possessive nouns. L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
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	<p>L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). O+</p> <p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.f Use frequently occurring adjectives.</p> <p>L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.h Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2.a Capitalize dates and names of people.</p> <p>L.1.2.b Use end punctuation for sentences.</p> <p>L.1.2.c Use commas in dates</p>		
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	<p>and to separate single words in a series.</p> <p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>			
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What is informational writing? ● What is opinion writing? ● What is narrative writing? 			
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p style="text-align: center;">Formative</p>	<p style="text-align: center;">Summative</p>	<p style="text-align: center;">Alternative</p>	
	<ul style="list-style-type: none"> ● Daily student independent writing ● Checklists ● Student conferencing ● Student Observation ● Graphic Organizers ● Exit Tickets ● Turn and Talk ● Hand signals to show understanding ● Student Self-Assessment/ Reflection 	<ul style="list-style-type: none"> ● Responses to prompts 	<ul style="list-style-type: none"> ● Writing Center ● Gallery Walk ● Presentation (multimedia, poster, etc.) 	

	<ul style="list-style-type: none"> ● Choral and individual responses to questioning ● Class Discussion ● Anecdotal records 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Starting Position (background knowledge) ● Opinion on-demand 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Mentor Texts ● Modeling ● Guided Practice ● Brainstorming ● Active Participation ● Independent Practice ● Multiple Drafts/pieces ● Conferring ● Provide detailed and specific feedback ● Peer revision/editing ● Use of checklists/rubric ● Graphic Organizers ● Technology Integration ● Learning Centers ● Problem Solving 		

	<ul style="list-style-type: none"> ● Small Group Instruction (skills, strategies, revision) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group/ individual support ● Consistent Lesson Structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Shorten Assignments ● Additional time ● Rework/ Clarify directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Allow oral responses ● Provide sentence frames 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Provide immediate feedback ● Additional time ● Rework/ Clarify directions ● Visual and verbal examples/ directions ● Provide sentence frames ● Use of word wall/ spelling supports ● Monitor on-task behavior ● Frequently check for understanding Assessments	Instructional <ul style="list-style-type: none"> ● Tiered Assignments ● Access to next grade level's rubric/checklist ● Peer leader/helper Assessments <ul style="list-style-type: none"> ● Tiered assessments ● Use of technology

	<ul style="list-style-type: none"> ● Allow oral responses ● Provide sentence frames ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Use native language for directions if available ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Provide individual support ● Allow for dictation as needed 	<ul style="list-style-type: none"> ● Use of word wall/ spelling supports ● Oral Prompts/ Cues ● No penalty for spelling errors ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes ● Allow for dictation as needed ● Modified grading 	<ul style="list-style-type: none"> ● Provide/ allow use of writing tools ● Reword / clarify test directions ● Provide sentence frames ● Additional Time ● Allow retakes 	
Differentiated Instructional	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p>Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<ul style="list-style-type: none"> ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent writing ● Presenting materials in a variety of ways ● Flexible Small Group instruction ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (word wall, tools, anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Topic Choice ● Chromebook/Technology 	<ul style="list-style-type: none"> ● Multiple writing pieces ● Rubrics ● Success Criteria ● Assessment Retakes ● Choice of topics
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier II: narrative, informational, opinion, sentence, capital, punctuation</p> <p>Tier III: noun, verb, pronoun, adjective, conjunction, determiner, preposition, comma</p>	
<p>Integration of Technology SAMR</p>	<p>S - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students publish their work online</p>	

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. RI.1.10. With prompting and support, read informational texts at grade level text complexity or above. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Computer Science and Design Thinking (2020) 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Skills</p>
<p>Global Awareness</p> <ul style="list-style-type: none"> ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O ● Understanding other nations and cultures, including the use of non-English languages. O <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives O ● 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.6: Illustrate and communicate ideas and stories using multiple digital tools 		<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy

Resources/Materials

- Lucy Calkins Informational Writing Unit
- Lucy Calkins Opinion Writing Unit
- Lucy Calkins Narrative Writing Unit
- Grammar Practice - Review all grammar and mechanics