Writing

Grade 1

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Approved by the Midland Park Board of Education on

January 7, 2020

Born on **Date: June 2016**

Revised Date: **December 2019**

TITLE: Writing Curriculum

Course Description:

Writer's workshop curriculum is student centered and allows young writers to develop foundational skills all the while creating a love of writing. Throughout each unit, the focus remains on developing writing skills by giving young writers the opportunity to write frequently. Learners will engage in autonomous and child focused writing at their own developmental pace. Each developmentally appropriate unit focuses on a specific genre. First grade writing genres include personal narrative, author study, how-to, realistic fiction, and all about books. As students move through each unit they will sketch and label, write across pages and become proud authors. First grade students will use tools and learned strategies to become conventional writers. Students will be able to apply taught strategies and transfer those writing skills onto various writing pieces over various genres. First grade learners will develop a core foundation in writing through the First Grade Writers Workshop curriculum.

Course Sequence:

Unit 1: September - October	**Focused Personal Narrative** (20-22 days)
Unit 2: November - December	**Author Study/Book Review** (30 days)
Unit 3: January - February	**How To** (24-26 days)
Unit 4: March - April	**Realistic Fiction** (24 days)
Unit 5: May - June	**All About** (25-27 days)

Pre-requisite: Kindergarten Writer's Workshop

How To Use the Curricular Resources

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Writing Workshop: A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the unit.

Midland Park Public Schools

Components of Balanced Literacy

Component	Description	Teacher's Role	Students' Role
Interactive Read Aloud and Discussion	Teacher reads aloud a text and interacts with students by focusing on comprehension strategies	Teacher 1) models comprehension strategies and 2) prompts students to practice the strategies (often with a partner)	Students 1) listen and observe and 2) practice a comprehension strategy in writing or by discussing it with a partner
Shared Reading	Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)	Teacher 1) models strategies for comprehension, fluency, or word work and 2) asks students to join in on the work and practice the strategies	Students 1) observe and follow along and 2) practice the strategies in writing or by discussing it with a partner
Reading & Writing Workshop	A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.	Teacher 1) does a mini lesson and teaches an explicit strategy, 2) has conferences with individual students and small groups, and 3) leads a share and conclusion at the end.	Students 1) listen during the mini lesson, 2) actively practice strategies in their independent or partner reading and writing, and 3) teach their classmates by sharing at the end or having discussions.
Word Study	The study of words-- including phonemic awareness, phonics, spelling and vocabulary. Typically done in a meaningful context and by looking for generalizations and patterns across words. Studying how words work	Teacher guides instruction by co-selecting words to study and leading inquiries so students begin to understand the generalization and meaning of words.	Students often choose words, participate in inquiries about them, and form their own generalizations and meanings. They also discuss them with peers and transfer to reading and writing.
Shared Writing	The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).	The teacher leads the discussion by asking for help from the students but then lets them talk and writes what they say.	Students generate the content of the writing through discussion and watch the teacher compose it on the page.
Book Clubs (done during reading workshop)	A small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea.	Teacher supports the students' skills in reading deeply, writing to prepare for discussions, and then coaches groups as they discuss. The teacher supports conversational skills here as well.	Students 1) read a section, 2) prepare for a conversation, 3) participate in a conversation, and 4) often do some writing about their new thinking.
Strategy Lesson (Reading and Writing)	During the workshop the teacher gathers a small group of students who may or may not be at the same level but all do need the same strategy. The teachers do a small group mini lesson with just the students	Teacher demonstrates a strategy and then coaches students to try it.	Students observe the strategy and then try it in their own texts with coaching support.

	that need it.		

Common Writing Language and Terminology

Claim: the argument statement you are making that declares your position on a topic (we often call it a thesis statement)

Conference: Individualized instruction that meets student writers where they are. This often entails conversation, feedback, and guided practice.

Evidence: Information from the text that supports your argument and claim (direct evidence is a direct quote from the text and indirect is paraphrased)

Immersion: During the first week of a unit of study, the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to
  ➔ assess students' prior knowledge and skills with the goals of the unit
  ➔ preview the work that students will be learning to do independently during the workshops
  ➔ pre-teach language, vocabulary, and concepts
  ➔ participate in shared experiences
  ➔ build excitement, enthusiasm, and a clear purpose for students

Most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include
  ➔ pre-assessments
  ➔ interactive read alouds
  ➔ shared reading
  ➔ shared and interactive writing
  ➔ goal-setting conferences with students

Interactive Writing: The teacher and students compose a text together orally, and they share the pen to write it down. The focus is on the qualities of good writing and mostly on getting text on the page.

Mentor Text: A text that looks like or matches the type of writing students will be making in the unit of study. The text is analyzed and studied as a form of pre-teaching the concepts and vocabulary that students will later learn to use independently in their own writing.

Mini lesson: A brief direct instruction lesson that shows students HOW to do something as a writer. The teacher often sets the context, models a strategy, uses short guided practice, and sets students up for WHEN and WHY they may choose to use this strategy.

Modeled Writing: The teacher (or a student) shows their steps in the writing process or strategy and does the work in front of others while thinking aloud.

Shared Writing: The teacher and students compose a text together orally and the teacher physically writes it down. Students are not writing it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).

Shared Reading: The teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...) and often uses the text as a mentor for writing.

Text Features: Choices authors make about how to present information to others. These may include headings, captions, graphs, word boxes, glossaries, a table of contents, etc. Each feature helps a reader learn information.

Text Structure: The choices an author makes about how to organize information for the reader based on their purpose for writing.

Text Types:

Informational:	Opinion/ Argument:	Narrative:
• presents information or explains ideas and concepts	• presents a side, stance, or claim	• recounts a story (true or fictional)
• organized by category	• provides evidence to support that claim or refute the counter argument	• organized by a series of events
• goal is to be a teacher to others	• organized by supports and reasoning	• goal is to engage the reader in the journey of the characters
	• goal is to prove a	
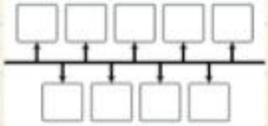
Theme: the lessons or messages readers interpret in an experience or text

Thesis Statement: this is the claim a writer makes and is proving throughout the essay (note the standards refer this to as a claim)

Writing Process:

    Kinder-Grade 2 Process

Primary Process: (using writing folders)
- ★ Generate Ideas
- ★ Rehearsal (think, say, sketch)
- ★ Draft
- ★ Make Drafts "Better" and Try Out New Strategies
- ★ Choose
- ★ Revise
- ★ Edit
- ★ Publish

Grades 3-8 Process

Upper Grade Process (using writing notebooks)

★ Generate Ideas
★ Collect Entries
★ Make Entries "Better" and Try Out New Strategies
★ Choose and Plan for the Draft
★ Draft (out of the notebook)
★ Revise
★ Edit
★ Publish

Grade 1 Unit 1

Unit # - Overview
Content Area: English Language Arts - Writing
Unit Title: Personal Narrative
Grade Level: First Grade
Unit Summary: Students will learn routines and procedures for independent writers workshop. Students will write personal narrative stories that are focused on one small moment. These stories tell about one time and one place something true happened to them.

Unit # - Standards	
Standards (Content and Technology)**:**	
CPI#:	**Statement:**
NJSLS Standards	
NJSLS. 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.
NJSLS. W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
NJSLS. L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLS. L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS. SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
NJSLS. L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.5	Enter information into a spreadsheet and sort the information.
21st century themes and skills (standard 9)	
9.2.4.A	2. Identify various life roles and civic and work related activities in the school, home, and community 4.Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Career Ready Practices	
	2. Apply appropriate academic and technical skills Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. 4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. 6. Demonstrate creativity and innovation.

	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
	8. Utilize critical thinking to make sense of problems and persevere in solving them.
	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
	11. Use technology to enhance productivity.
	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Educational Technology Standards

| 8.1.2.A | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.2.C | Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media |

Interdisciplinary Connection

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Unit Essential Question(s):
- Why do writers write?
- How do writers plan their writing?

Unit Enduring Understandings:
- Writers write to share thoughts and convey feelings, persuade or convince, or to teach the reader about something.
- Writers tell their story aloud, sketch their ideas, and write a beginning, middle, and end.

Evidence of Learning

Formative Assessments:
- One to one conferring with individual students
- Small group conferences
- Daily writing folder

Summative/Benchmark Assessment(s):
- Pre-Assessment: *Tell a story about your favorite summer memory.*
- Final Published Personal Narrative

Resources/Materials (copy hyperlinks for digital resources)**:**
Mentor Texts:
Not Norman by Kelly Bennett
Fireflies by Julie Brinkloe

When I Was Young in the Mountains by Cynthia Rylant
Owl Moon Jane Yolen
Arthur Writes a Story by Marc Brown
Night of the Veggie Monster by George McClements

Modifications
● **Special Education writers/504**
- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
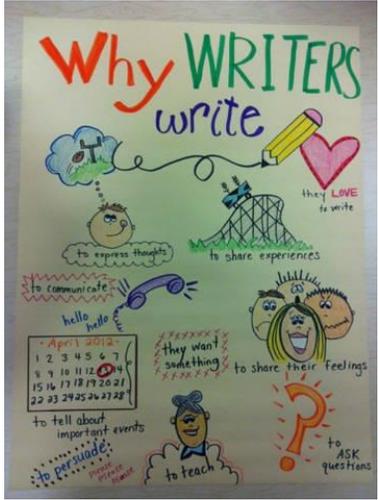- Consult with Case Managers and follow IEP accommodations/modifications

● **English Language Learners**
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

● **At-Risk writers**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

● **Gifted and Talented writers**
- Provide extension activities
- Build on writers' intrinsic motivations
- Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Suggested Pacing Guide

Lesson Name/ Topic	Lesson Objective	Teaching Ideas and Tips	Time frame (day(s) to complete)
Writers learn the routines and management of an independent writing workshop.	● Writers learn that writer's workshop is a special time in our classroom. ○ Students will write every day. ● Writers learn what writer's workshop looks like. ○ Students will listen to a mini lesson, write, and share story ideas. ● Writers learn their knee to knee partner for sharing time. ○ Students will turn & talk about story ideas.	Tell the students that they are going to become authors and be the boss of their own writing. Create an anchor chart to show they will listen to a mini lesson, write, and share during writer's workshop. Assign knee to knee partners at the rug for sharing time. Assign table captains to get group folders. Create a designated place in the room	7 days

		for students to get paper independently. Model writing a few sentences with "challenging" words. Practice sounding out the word and not worrying if it is incorrect.	
	● Writers learn how to get folders and paper. 　○ Students will independently learn to get folders and paper throughout the duration of writer's workshop. ● Writers learn to spell the best they can to be independent writers. 　○ sounding out words 　○ using the word wall		
Writers find small moment ideas to write about.	● Writers learn why writer's write. 　○ To share thoughts and ideas 　○ To teach others 　○ To convince others 　○ To convey thoughts and emotions ● Writers learn that writers are never done writing. 　○ Reread stories 　○ add to sketches 　○ add to words 　○ start a new story ● Writers create a heart map. 　○ Sketch and label important and favorite moments in life. ● Writers create a picture poster to give them ideas to write about. 　○ Create at home using family pictures, vacation memories, and drawings of favorite things. ● Writers tell stories through their sketches to help gather ideas. 　○ Sketch people in story 　○ Sketch setting 　○ Add details 　　■ facial expressions 　　■ labels 　　■ speech bubbles	Mentor Text: Arthur Writes A Story by Marc Brown Create anchor chart to show why writer's write. Create anchor chart: *When You're Done, You've Only Just Begun *add anchor chart picture* Examples: *Reread, add to the picture, add to the words, start a new story.*	7 Days

When you think you're done, you've just begun!

✎ add to the picture

✎ add to the words

✎ start a new piece

Encourage students to be independent and make these choices on their own.

Model creating your heart map. Share your heart map.

Heart of my Writing
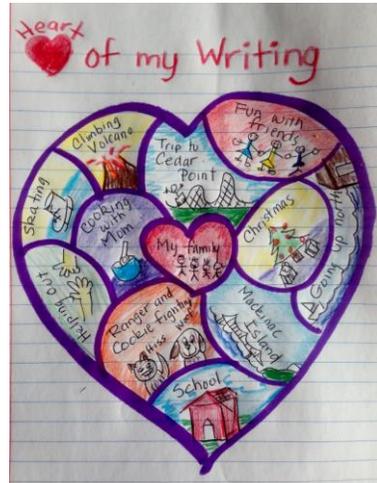
Share your picture poster.

Sketch story about an activity the class has done together. For example: fire drill, lunch, walking across street to specials.
Mentor Text: Goodnight Gorilla by Peggy Rathmann

Writers write with a focus across pages with a beginning, middle, and end.	● Writers find topics to write about.
	  ○ Use heart map or picture poster to generate ideas
	  ○
	● Writers find a small moment to write about.
	  ○ Tell story out loud
		Model using your heart map to generate a story idea.
		Model writing a "One time I …." story.
			6 Days

	○ Plan story across three fingers ○ Write beginning, middle, and end to story. ● Writers learn how stories spark other stories. ○ Turn and talk about small moment story idea with partner.	Read : <u>Night of the Veggie Monster</u> by George McClements Model telling story aloud and planning across three fingers. Write story beginning, middle, and end across pages. Mentor text: <u>The Kite from Frog and Toad</u> Discuss how this story reminded me of when I tried really hard to do something and didn't give up. Ask students if the read aloud reminded them of a time in their life. Have partners share.	

Writers revise and edit small moment stories.	● Writers choose favorite story to publish.
	  ○ Reread all stories
	  ○ Choose favorite story and mark with a star sticker
	
	● Writers revise story.
	  ○ Add to sketch
	  ○ Add words to sentences
	
	● Writers edit story.
	  ○ lowercase letters
	  ○ check for capitals
	  ○ check punctuation
	
	● Writers color all sketches.
	  ○ Color sketches for published piece and all other stories.
	
	● Writers create story cover page.
	  ○ Create title for story
	  ○ Sketch and color picture
		Model re-reading stories you wrote and choosing favorite story to publish.
		
		Use a prepared personal narrative story to model adding details to sketch, checking for capital letters at the beginning of sentences, and end punctuation.
		
			10 days

Teacher Notes:

Additional Resources:

Grade 1 Unit 2

Unit # - Overview	
Content Area: English Language Arts - Writing	
Unit Title: Opinion/Author Study/Book Review	
Grade Level: First Grade	
Unit Summary: Writers will immerse themselves in books by the author *Ezra Jack Keats.* Writers will write their opinions about their favorite book and tell why. Writers will write with reasons and use examples from the text to support their opinion.	

Unit # - Standards	

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS 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.
NJSLS. 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.
NJSLS. W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
NJSLS. L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLS. L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS. L.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
NJSLS. L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

21st century themes and skills (standard 9)	
9.2.4.A	2. Identify various life roles and civic and work related activities in the school, home, and community 4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices	
	2. Apply appropriate academic and technical skills Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. 4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. 6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and

ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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Educational Technology Standards	
8.1.2.A	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.C	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

Interdisciplinary Connection

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Unit Essential Question(s):	**Unit Enduring Understandings:**
● What is an opinion? ● What are elements of a book you can like?	● An opinion is the way you think or feel about something. ● Different elements of a story could include the characters, setting, and illustrations. Students will express what they like and their favorite parts of books.

Unit Learning Targets/Objectives:

Students will…

● Writers immerse themselves in books by *Ezra Jack Keats*.

● Writers immerse themselves in fiction books.

● Writers write their opinions about their favorite book and why.

● Writers write with reasons and examples from the texts.

● Writers write with introductions and conclusions.

● Writers revise and edit opinion writing about reading.

Evidence of Learning

Formative Assessments:
- One to one conferring with individual students
- Small group conferences
- Daily writing

Summative/Benchmark Assessment(s):
- Pre - Assessment: *Would you rather build a snowman or sandcastle?*
- Final Published Personal Narrative

Resources/Materials: Resources/Materials (copy hyperlinks for digital resources)**:**

Author: Ezra Jack Keats
Mentor Texts: The Snowy Day, Peter's Chair, Whistle for Willie

Modifications:
- **Special Education writers/504**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications

- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word

- **At-Risk writers**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary

- **Gifted and Talented writers**
  - Provide extension activities
  - Build on writers' intrinsic motivations
  - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Suggested Pacing Guide

Lesson/Name Topic	Lesson Objective	Teaching Ideas/Tips	Timeframe (days to complete)
Writers will be immersed in Ezra Jack Keats fiction texts.	● Writers listen for understanding of Ezra Jack Keats stories.	● Read aloud Ezra Jack Keats stories before and during the unit so that students become very	3-5 days

		familiar with the three texts.	
Writers define and understand what an opinion is.	● Writers discuss with partners their opinions and give reasons why they agree or disagree. ● Writers share opinions using "I would rather…" activities. ● Writers write two reasons to show support for their opinion.	● Discuss that the class has many different opinions and it is okay if not everyone agrees. ● Display on chart that an opinion is the way you think or feel about something. ● Use real life examples to facilitate conversation about their individual opinions. ○ Have students turn and talk about their favorite recess activity. ● On an anchor chart display *"I would rather…" build a snowman or build a sandcastle OR eat pizza or watermelon*. Have students initial under their choice and meet with their group who share their same opinion. Discuss two reasons *why* to show support for their opinion. ● Reiterate that there is no "right" answer when sharing your opinion. ● Create an anchor chart to use throughout the unit for opinion writing vocabulary reference. ● When ● The reason ● One reason ● Another reason	5 days
Writers write about their favorite book and tell why.	● Writers choose their favorite Ezra Jack Keats story to write their opinion piece on. ● Writers explore the new paper choice booklet. ● Writers write their opinion statement. ● Writers write at least two supporting reasons.	● Allow students who have the same favorite book to sit together and discuss different parts they like the best. ● Encourage students to open the book to their favorite page,	7 days

		illustration, and identify their favorite character. ● Have students share in small group or with writing partner their reasons why. ● Introduce new paper choice booklet for the unit. ● Use sentence starter "My favorite…" or "I like …"	
Writers write conclusions for their opinion piece.	● Writers generate with teacher the vocabulary for concluding an opinion. ● Writers write a concluding sentence for their opinion piece. ● Writers sketch matching illustrations to match opinion.	● Create an anchor chart for concluding an opinion vocabulary. 　○ I think 　○ I feel 　○ I believe 　○ I suggest 　○ I would recommend 　○ Finally ● Model referring to mentor text to correctly sketch characters, settings, and favorite illustrations to support opinion.	7 days
Writers revise and edit opinion pieces.	● Writers choose favorite opinion piece to publish. Reread all opinion pieces Choose favorite text and mark with a star sticker ● Writers revise writing piece. ● Add to sketch ● Add words to sentence ● Writers edit opinion piece. lowercase letters, check for capital, check punctuation ● Writers color all sketches. ● Writers create text cover page ● Create title for opinion piece ● Sketch and color pictures ● Writers celebrate their writing.	Model re-reading texts you wrote and choosing favorite text to publish. Use a prepared opinion text to model adding details to sketch, checking for capital letters at the beginning of sentences, and end punctuation. Use a checklist on anchor chart for students to initial as they check for writing conventions. Publishing party 　○ Read booklet to reading partner 　○ Read booklet with another first grade class.	8 days
Teacher Notes:			

Additional Resources:

Grade 1 Unit 3

Unit # - Overview	
Content Area: English Language Arts - Writing	
Unit Title: How To	
Grade Level: First Grade	
Unit Summary: Students will immerse themselves in how to books. Students will recall a procedure he or she can do and write step-by-step directions in sequential order across pages. Students will use precise words in their writing and sketch teaching pictures.	

Unit # - Standards	
Standards (Content and Technology):	
CPI#:	**Statement:**
NJSLS Standards	
NJSLS. 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.
NJSLS. 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).
NJSLS. W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
NJSLS. L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLS. L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS. SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
21st century themes and skills (standard 9)	
9.2.4.A	2. Identify various life roles and civic and work related activities in the school, home, and community 4 .Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Career Ready Practices	
	2. Apply appropriate academic and technical skills Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. 4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. 6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can

consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Educational Technology Standards	
8.1.2.A	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.C	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

Interdisciplinary Connection
1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Unit Essential Question(s):	Unit Enduring Understandings:
● Why do writers write how to books? ● How do writers choose how to topics?	To inform an audience on how to do something you know a lot about. ● Writers find and choose topics that they can teach others how to do.

Unit Learning Targets/Objectives:
Students will…
● Writers immerse themselves in how to books.
● Writers write step-by-step directions in sequential order across pages.
● Writers use transition words and teaching steps.
● Writers sketch teaching pictures with labels.
● Writers revise and edit how to books.

Evidence of Learning

Formative Assessments:
● One to one conferring with individual students
● Small group conferences
● Daily writing

Summative/Benchmark Assessment(s):
● One to one conferring with individual students
● Small group conferences
● Daily writing

Resources/Materials :
How To Read a Story by Kate Messner

Wax to Crayons by Inez Schneider
Milk to Ice Cream by Inez Scheider
How to Babysit a Grandpa by Jean Reagan
Pancakes for Breakfast by Tomie DiPaola
Oranges to Orange Juice by Inez Schneider

Modifications:
● **Special Education writers/504**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications

● **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
 - Accept participation at any level, even one word

● **At-Risk writers**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary

● **Gifted and Talented writers**
  - Provide extension activities
  - Build on writers' intrinsic motivations
  - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Suggested Pacing Guide

Lesson/Name Topic	Lesson Objective	Teaching Ideas/Tips	Timeframe (
Writers learn what the purpose of nonfiction writing is.	● Writers look through sample how to texts with partners. ● Genre features ● Immerse in How To texts	Pass out a book to each pair. Give students time to look through the text. Have students share what they have noticed about the book with the class. 　○ *What is something you see over and over again that the author does in these books?* Have students bring items from home for a *how to museum* display in classroom. Such as, Lego directions, brownie box, game directions, or Jell-O box.	**3-5 days**

		○ Recognize words such as first, next, and last in written steps.
		Create anchor chart of How To books observations
		tells the reader what to do
		    ○ tells the reader the steps of how to do something
		    ○ materials you will need
		    ○ pictures for each step
		    ○ sequencing words: first, next, then, last
		    ○ Page numbers		

Writers look at how to texts and be introduced to generating ideas for how to books.	● Writers create a classroom routines how to list.
	● Writers choose a classroom routine to write a shared class how to together.
	
	● Writers learn about their paper choices.
		Have students think about daily classroom routines for shared writing.
		    ○ *Let's think about what it would be like to have a new student in our classroom.*
		    ○ *We would need to teach the new student many things we already know how to do.*
		List student generated ideas on chart paper.
		Classroom Routines
		    ■ Book Bags
		    ■ Morning Meeting
		    ■ Calendar
		    ■ Snack
		    ■ Lining up for specials
		Meet with students who are having difficulty generating topic ideas.
		
		Paper Choice that may help generate ideas
			4 days	

Name:

things I am good at | _things I know how to do_
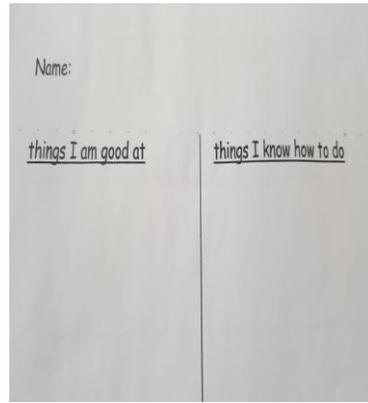
Model using different paper choices for
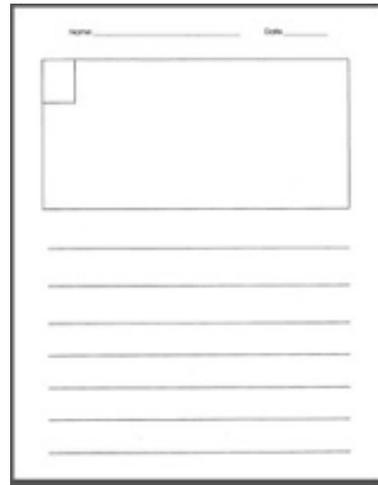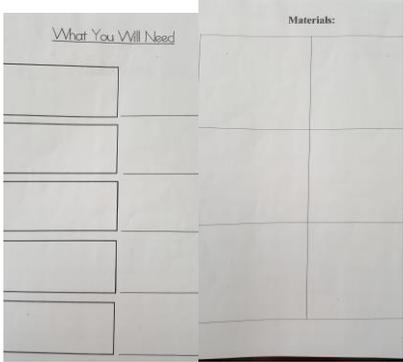
writing book.

| Writers learn the importance of using specific teaching directions. | ● Writers begin generating individual how to topics. | The following are shared experiences with the teacher. *Act out* how to make a smiley face and/or a snowman Have students tell you how to draw a smiley face. | **2 days** | |

		○ Show that teaching directions need to be specific.
		    ■ Where exactly do I draw the nose?
		    ■ How close should the eyes be?
		Have students tell how to draw a snowman. Model using sequencing words and specific directions.
		    ○ Each student will draw a snowman.
		Reinforce that if directions are specific and clear all our snowmen will look alike.		

Writers write step-by-step directions in sequential order.	● Writers help to write classroom routine how to.
	    ○ Generate Materials List
	    ○ Say steps across fingers
	    ○ Model writing draft of how to book
	
	● Writers sketch teaching pictures to match steps.
	● Writers add labels to their sketches.
		Model writing materials list
		    ○ Refer to how to mentor text to show materials list
		
		Model writing classroom routine how to
		    ○ Say steps across fingers
		    ○ Highlight sequencing words and specific direction words
		    ○ Matching teaching sketch. Some students may benefit from sketching before writing.
		
		Generating Topics Paper Options
			5 days	
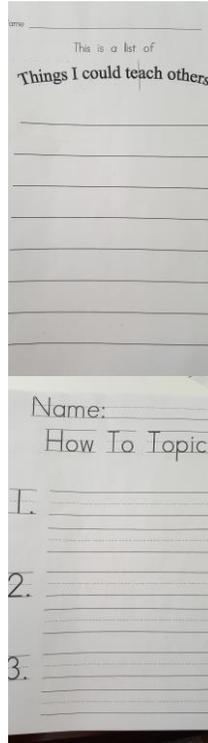
Model saying steps across fingers. If student can say at least 3 steps across fingers this is a good how to topic for them.
- Have partners turn and talk about their favorite how to topic
  - Say steps across fingers to partner

Students who can say steps across fingers are ready to begin writing at seat.
  - Confer in small group with students who had trouble saying steps across fingers.
  - Check if their how to idea is something they can *teach* the reader.
    - Refer to their ideas list for a new topic if they are having difficulty.

Refer to mentor texts to show tips included in text
Add a tip to shared class how to
Model sketching teaching pictures and checking they match my direction.

| Writers check for clarity in How To. | ● Writers reread their How To books and | Prepare a teacher made how to piece with missing steps. (Use chart paper or | **5 days** | |

	check for missing or unclear steps.
	
	● Writers add an introduction and conclusion
		sentence strips for each step and pocket chart)
		    ○ Students will read a prepared teacher how to.
		    ○ Have students turn and talk about the missing steps.
		    ○ Read step by step until you find a step that is missing or unclear.
		
		Partner read and *act out* each step to check for missing steps.
		
		Refer to mentor texts to show examples of introduction and conclusions
		  ● Model writing an introduction and conclusion for the classroom How to
		Introduction examples:
		    ■ Have you ever wanted to learn how to ___?
		    ■ I hope you enjoy learning how to ___.
		Conclusion examples:
		    ■ Now you know how to ____. Congratulations!
		    ■ Hope you learned how to _____.		

Writers revise and edit How To books.
 	
Writers reread and revise for clarity, sequencing, and missing sentences.
	● Writers choose favorite book to publish.
	    ○ Reread all how to books
	    ○ Choose favorite book and mark with a star sticker
	
	● Writers revise book.
	    ○ Add to sketch
	    ○ Add sequencing words to sentences
	    ○ Add labels
	    ○ Add tips
		Model re-reading how to books you wrote and choosing favorite book to publish.
		
		Use a prepared how to book to model adding details to sketch, checking for capital letters at the beginning of sentences, and end punctuation.
		    ○ Tip examples:
		      ■ Don't forget to ____.
			5 days	

| Teacher Notes: |
| Additional Resources: |

Grade 1 Unit 4

Unit # - Overview
Content Area: English Language Arts - Writing
Unit Title: Realistic Fiction
Grade Level: First Grade
Unit Summary: Students will create realistic fiction stories with made up characters and troubles. Students will organize their writing with a beginning, middle, and an end. Students will improve their writing by adding descriptive language, revising and editing.

Unit # - Standards	
Standards (Content and Technology)**:**	
CPI#:	**Statement:**
NJSLS Standards	
NJSLS. 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.
NJSLS. 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.
NJSLS. 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.
NJSLS. W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
NJSLS. L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
NJSLS. L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS. SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
NJSLS. L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
21st century themes and skills (standard 9)	
9.2.4.A	2. Identify various life roles and civic and work related activities in the school, home, and community

4 .Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| **Career Ready Practices** | |
| | 2. Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| | 4. Communicate clearly and effectively and with reason. |

	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. 6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. 8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. 11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Educational Technology Standards	
8.1.2.A	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.C	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media
Interdisciplinary Connection 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	

Unit Essential Question(s): ● What is realistic fiction? ● Why do people write and share realistic fiction stories?	**Unit Enduring Understandings:** ● Realistic fiction is a made up story that could happen in real life, but did not exactly happen to the writer.
Unit Learning Targets/Objectives: *Students will…* ● Students read like writers and notice the characteristics of realistic fiction ● Writers create realistic fiction stories with characters and troubles. ● Writers organize their writing with a beginning, middle, and an end. ● Writers improve their writing by revising and editing	
Evidence of Learning	

Formative Assessments:
- Teacher observation
- Conferring notes
- Student writing folders

Summative/Benchmark Assessment(s):
- Pre-Assessment: *Write about something that could happen in real life.*
- Published pieces

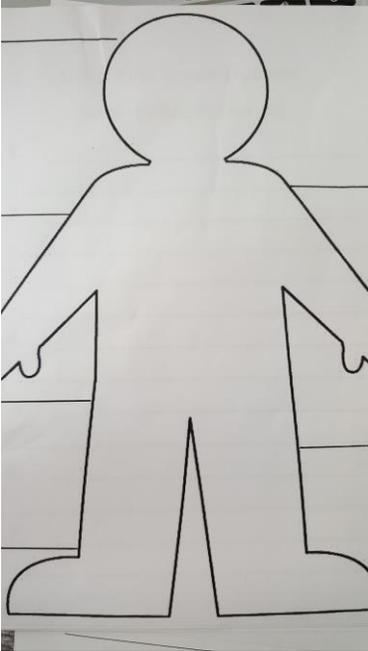**Resources/Materials** (copy hyperlinks for digital resources)**:**

Mentor Texts:
Peter's Chair by Ezra Jack Keats
When Sophie Gets Angry by Molly Bang
Lilly's Purple Plastic Purse by Kevin Henkes
The Recess Queen by Alexis O'Neill
The Stray Dog by Marc Simont
Knuffle Bunny by Moe Williams
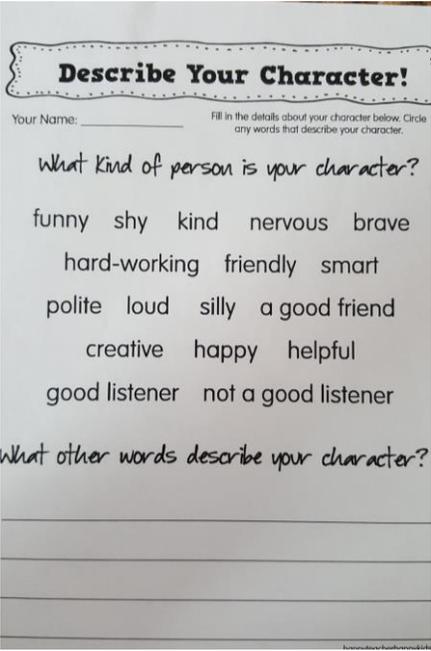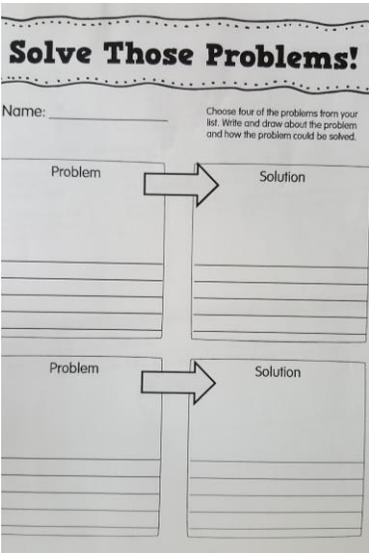Ira Sleeps Over by Bernard Weber

Modifications:
- **Special Education writers/504**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- **At risk writers**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and talented writers**
  - Provide extension activities
  - Build on writers' intrinsic motivations
  - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Suggested Pacing Guide

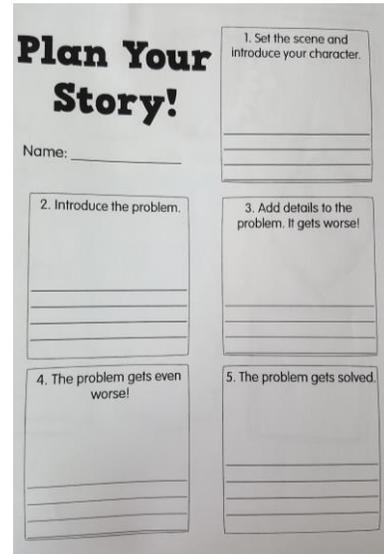| Lesson Name/ Topic	Lesson Objective(s)	Teaching Ideas and Tips

Students read like writers and notice the characteristics of realistic fiction.	● Writers read realistic fiction stories
	   ○ Writers ask themselves, "What do we notice this writer doing?"
	   ○ "What makes a good realistic fiction story?"
		● or chart of noticings and characters of realistic fiction.
		   ○ Made up believable character
		   ○ Character has a trouble (problem)
		   ○ Trouble is solved by end of story
		   ○ Written in the third person / told with characters' name and he or she	

Writers write independently with stamina.	● Writers create characters by thinking of their name and their age.
	 ● Writers know that a character needs to have a different name than they do.
	 ● Writers character should be around the same age as them (it is like creating a new friend).
	 ● Writers sketch a picture of what the character looks like.
	 ● Writers make a list of what their character likes and dislikes
		● Compose a class character to model with and chart inside and outside traits.
		 ● Use app *tellagami* to create a character.
		   ○ Students can design and record many traits of their character to brainstorm.
		   ○ Share with writing partner.	

Writers create realistic fiction stories with characters and troubles.	● Writers create troubles (problems).
	● Writers know that realistic fiction stories have believable problems or troubles that happen to the characters.
	● Students think about their characters' likes or dislikes to find troubles.
	● Students create lists of real life troubles that first graders face at home and at school
		Examples of troubles (problems):
		● He/She likes basketball - He/She lost their basketball.
		● It is lunchtime at school - He/She can't find their lunch box or money.
		● It is time to create a project - He/She can't find their supply box.
		● Create anchor chart for students to refer to while about first grade troubles.
		   ○ lost items
		   ○ forgetting lunch or homework
		   ○ getting in trouble	

Writers write trouble (problem) and solutions. Writers write independently with stamina. Writers organize their writing with a beginning, middle, and end. Writers add details to make their realistic fiction stories better.	● Writers choose trouble from list and write and draw about the problem and how it could be solved. ● Writers plan their story before writing. ● Writers tell their realistic fiction story with a partner across their fingers. ● Writers touch each page in their booklet to plan their story with a beginning, middle, and end. ● Writers sketch each page in their booklet to show their character, the	● Samples of problem and solution paper choice, planning paper, or anchor chart models. ● 	

	setting, and what is happening. ● Writers sketch their trouble and how they are solved. ● Writers write their story on each page of the booklet, matching the sketches. ● Writers reread and add pages to their realistic fiction stories. ● Writers add details to make their stores better by adding: ○ character's feelings ○ write to show characters actions ○ story beginning ○ story endings to show how the character solved the problem	 ● Students always have work to do and can start a new realistic fiction story. ● Students tell stories to a partner. ● Anchor chart to show story beginnings: ○ One sunny day…. ○ One day at school...etc.	
Writers choose a realistic fiction story to publish and share. Writers improve their writing my revising and editing.	● Students revise their writing. ○ Reread to make sure it makes sense. ○ Touch each word as they read. ○ Reread to make sure sketch matches sentences. ○ Make sure their story has a strong beginning. ○ Make sure story has a beginning, middle, and end. ● Writers edit their writing. ○ check for capitals (names) ○ lowercase letters ○ use end punctuation	● Model on the shared classroom realistic fiction story touching each word to read. ● Create an anchor chart of ways to improve/revise writing. ○ Stretch sentences ○ Add details ■ feeling sentences ■ identify real-life connections between words and their use. (My characters <u>home</u> is *cozy.*) ● Create anchor chart of an editing checklist for students to refer to or use an individual edit checklist per student. 	

	○ reread to check for spaces			
Writers publish their writing and make it fancy.	● Writers color their sketches. ● Writers create a cover, title page, and a dedication page. ● Writers practice rereading their realistic fiction story to get ready and share it. ● Writers share their published piece and celebrate their writing	● Publishing Party Idea 　○ Writers can record their story using the app *Tellegami*. 　○ Share recorded story with writing partner.		

Teacher Notes:

Additional Resources:

Grade 1 Unit 5

Unit # - Overview	
Content Area: English Language Arts - Writing	
Unit Title: All About	
Grade Level: First Grade	
Unit Summary: Writers will immerse themselves in Nonfiction Informational Chapter books and notice how they work together and are organized. Writers will choose a topic they know most about to plan and write All About books.	

Unit # - Standards	

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS. 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.
NJSLS.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.
NJSLS. W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
NJSLS. SL.1.1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
NJSLS. SL.1.2	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
NJSLS. SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
NJSLS. L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

21st century themes and skills (standard 9)

9.2.4.A	2. Identify various life roles and civic and work related activities in the school, home, and community 4 .Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

	2. Apply appropriate academic and technical skills Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. 4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. 6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and

ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Educational Technology Standards	
8.1.2.A	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.C	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media
Interdisciplinary Connections	
2.1.2.B.1	Explain why some foods are healthier to eat than others.
2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
2.1.2.B.3	Summarize information about food found on product labels.

Unit Essential Question(s):	Unit Essential Question(s):
● What are nonfiction informational texts? ● How do writers plan and organize their writing?	● What are nonfiction informational texts? ● How do writers plan and organize their writing?

Unit Learning Targets/Objectives:
Students will…
- Writers notice the features of Nonfiction Informational Chapter books
- Writers choose their own topics from personal knowledge to write about
- Writers plan and write Informational Chapter Books
- Writers revise and edit their Informational Chapter Book

Evidence of Learning

Formative Assessments:
- One to one conferring with individual students
- Small group conferences
- Daily writing

Summative/Benchmark Assessments:
- Pre-Assessment: *Tell about an animal.*
- Final Published piece

Resources/Materials (copy hyperlinks for digital resources)**:**
- Nonfiction Informational Texts
- Reading A-Z

○ https://www.readinga-z.com

Modifications:
- **Special Education writers/504**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications

- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word

- **At-Risk writers**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary

- **Gifted and Talented writers**
  - Provide extension activities
  - Build on writers' intrinsic motivations
  - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Suggested Pacing Guide

Lesson/Name Topic	Lesson Objective	Teaching Ideas/Tips	Timeframe (days to compl
Writers notice the features of informational books.	● Writers know that informational chapter books teach about something. ● Writers immerse themselves in informational books and notice how they work and are organized. ● Writers notice text features of informational books. Mark text features using post its.	● Create an anchor chart of all the text features of information books. ● Define characteristics of All About books.	**3-5 days**

Writers choose their own topics from personal knowledge to write about.	- Writers think about topics they are experts at. - Writers think about topics they know at least 5 facts about. - Writers think about their own lives - people, places, and things they do. - Writers think about topics they can teach others. - Writers create a list of possible topics to write about. - Writers talk with a writing partner about possible topics to write about.	- Teacher model creating a list of topics students can also relate to. - Model counting 5 facts across fingers. - Model with a topic the students are familiar with. 1st grade - Godwin School - Life cycle of a butterfly - Plants	**5 days**
Writers plan and write Informational Chapter books.	- Writers read their list of possible topics and choose the one they think they know the most about. - Writers choose a topic and say everything they know across their fingers. - Writers just don't pull all of the information they know together on one page; writers sort their information by thinking about things that go together. - Writers use a four square graphic organizer. - Writers use a table of contents to plan and organize their writing. - Writers tell their chapters across their fingers. - Writers choose paper for each chapter carefully. - Writers use heading and chapter titles as they write. - Writers sketch teaching pictures before they write. - Writers zoom in on important parts to show special parts close up. - Writers add diagrams with labels to show parts of something. - Writers use a table of contents to plan and organize their writing. - Writers add captions to explain their sketches.	- Use a four square graphic organizer to plan writing using shared class topic. - Plan chapter topic in center - Write facts that will only go in this chapter. - Continue to refer to mentor text to model how informational books are organized by chapters. - This will help students focus each chapter before they began to write across pages. - Sketch pictures across pages one chapter at a time. - Go back and add facts that match sketch details. - Model how to title a chapter - Refer to mentor text - Zoom in on an important part to model creating a diagram. - Parts of a plant - Life Cycle of a butterfly	**10 days**

	● Writers add writing to match each sketch.
	● Writers say more on each page.
	● Writers make a glossary.
		● After chapters are created model organizing them in a table of contents.
		● Have students explore mentor texts to look at table of contents.
		  ○ Students can meet with writing partner to plan out their table of contents before writing.
		  ○ Add labels to sketches
		● Have students explore a glossary in All About books
		  ○ Show important words from shared class story.		

Writers revise and edit their informational books.	● Writers reread all of their writing in their writing folders and choose the informational book they want to publish.
	● Writers revise their writing:
	  ○ Check their table of contents and page numbers
	  ○ Add chapter titles and headings
	  ○ Add more details to sketches
	  ○ Add more to sentences
	  ○ Add more text features
	● Writers edit their writing:
	  ○ Check spaces between words
	  ○ Use the word wall to check spelling
	  ○ Reread their writing with their writing partners to make sure it makes sense and sounds right
	  ○ Check for capital letters and end punctuation
		● Students can always start a new information book by looking back at their topic list.
		
		● Students meet with their writing partner to share their work.
		● Point to chapter titles and heading and check that the writing in the chapter is focused.
		● Writing partners ask each other questions.
		  ○ Do you remember at least 1 fact from my book?
		  ○ What did I teach you about?
		  ○ What was your favorite chapter?
		● Student can meet with a writing partner.
		  ○ Check each part of their checklist one by one.
			5-7 days	

	● Writers publish by coloring their sketches
	● Writers publish by adding a cover and making sure they have a title for their book.
	● Writers publish by adding an "About the Author" page.
	● Students go back and revise and edit all other books.
	● Students can publish their story using the app *Book Creator.*
	● Writers celebrate by sharing their book with others.
		■ Point to capitals and then find ending punctuation.
		■ Check word wall
		■ Use known spelling patterns with writing partner to help check for correct spelling.
		
		● Publish story using the app *Book Creator.*
		  ○ Type, write, draw, and record in this app.
		● Possible celebration idea:
		  ○ Read to a Kindergarten buddy to teach them all about your topic.
		  ○ Share *Book Creator* app with partner.	

Teacher Notes:
Additional Resources: