SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Course Name: Writing	Grade Level(s): 1
BOE Adoption Date: October 2017	Revised Date (s):

ABSTRACT

In first grade, students are beginning to tap into their powers as readers as well as writers. First graders will be learning to write narratives, informational writing and persuasive reviews throughout the year. Students will learn to take everyday events from their lives and make them into focused, well-structured stories. First graders will begin to learn how to breathe life into their characters by making them talk, think and interact with other characters in their stories. In informational writing, students will begin to combine pictures and charts with their writing to create authentic teaching texts. Lastly, in writing reviews, first graders will learn to express their opinion and provide evidence to support their opinion in a variety of ways. Of course, all of this work will be done by thinking, talking and interacting with peers within the classroom as well as analyzing mentor texts as we know this is the best way young children learn to write.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):
1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum 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 intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement.   Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. http://www.ascd.org

SHSD Office of Curriculum and Instruction

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. http://www.marzanocenter.com

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. http://www.marzanoresearch.com

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. http://www.state.nj.us/education/modelcurriculum/

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the **New Jersey Student Learning Standards (NJ SLS)** and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. http://www.state.nj.us/education/modelcurriculum/

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s): (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. http://www.state.nj.us/njded/cccs/

    o **State: New Jersey Student Learning Standards (NJ SLS)** include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
    o **New Jersey Student Learning Standards (NJ SLS):** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. http://www.p21.org/our-work/p21-framework

Proficiencies and Pacing:
Course Name: First Grade Language Arts - Writing

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Small Moments	September to November 8 weeks	**NJSLS.W.1.3, NJSLS.W.1.5,** NJSLS.W.1.6, **NJSLS.W.1.7,** NJSLS.W.1.8, NJSLS.W.2.3 NJSLS.RL.1.1, NJSLS.RL.1.3, NJSLS.RL.1.4, NJSLS.RL.1.7 -- NJSLS.RF.1.1, **NJSLS.RF.1.2, NJSLS.RF.1.3**, NJSLS.RF.1.4 **NJSLS.SL.1.1, NJSLS.SL.1.2, NJSLS.SL.1.3,** NJSLS.SL.1.4, NJSLS.SL.1.5, NJSLS.SL.1.6 NJSLS.L.1.1, **NJSLS.L.1.2,** NJSLS.L.1.5, NJSLS.L.1.6	• Students will be able to write a narrative 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. (6 weeks) Bend 1 • Students will be able to write a small moment story. (2 weeks) Bend 2 • Students will understand how to bring character to life using actions, thoughts, feelings and dialogue. (2 weeks) Bend 3 • Students will be able to analyze mentor texts to determine craft moves authors use and emulate them in their own stories. (1 week) Bend 4 • Students will understand how to revise their writing to make their writing easy to read for readers. (1 week) • Students will be able to produce and publish a piece of writing. (1 week)	Bend 1 • Students will understand that writers use events from their lives- things they do or things that have happened to them- to write Small Moment stories. (DOK 1) • Students will be able to plan what they want to write about before they start writing. (DOK 2) • Students will be able to use pictures to help them add words to their stories. (DOK 2) • Students will be able to spell words by stretching out each word, listening for all the sounds and recording what they hear. (DOK 1) • Students will understand that writers write with focus. (DOK 2) • Students will be able to talk to other writers about their writing, storytelling their ideas out loud. (DOK 2) • Students will be able to reread their won own writing to make sure their writing is

				clear and makes sense for their readers. (DOK 3)
				Bend 2 • Students will understand how that writers bring their stories to life by making their characters move and speak. (DOK 2) • Students will understand that writers bring their stories to life by unfolding the action bit by bit. (DOK 2) • Students will be able to bring their stories to life by making characters think and feel. (DOK 1) • Students will be able to act out what really happened in their stories, then add those details to their writing, to bring their stories to life. (DOK 2) • Students will be able to use word they know how to spell as well as new and more challenging words. (DOK 2) • Students will be able to add punctuation marks to their writing to help their readers read this stories. (DOK 2) **Bend 3** • Students will be able to study other authors' craft, seeing what special things the

			authors do that they can try in their own writing. (DOK 2) • Students will be able to identify an author's craft move to emulate. (DOK 2/3) • Students will be able to help their readers make a movie in their mind by including the exact actions of their character. (DOK 2) • Students will understand and be able to give readers clues about how to read their story, including writing words bigger and bolder for emphasis. (DOK 2) • Students will understand how to turn to book they love to find new tips for writing well and for ideas they can try in their own writing pieces. (DOK 3) Bend 4 • Students will be able to revise their writing and publish writing pieces. (DOK 2) • Students will reread their writing using an editing checklist. (DOK 2) • Students will be able to publish their writing by including a title, detailed pictures, and a cover. (DOK 2)

				• Students will celebrate their work by sharing their writing with an audience.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2: Nonfiction Chapter Books	November- January 8 weeks	**NJSLS.W.1.2**, NJSLS.W.1.3, **NJSLS.W.1.5**, NJSLS.W.1.6, NJSLS.W.1.7, **NJSLS.W.1.8**, **NJSLS.W.2.2** -- NJSLS.RI.1.1, NJSLS.RI.1.2, **NJSLS.RI.1.4,** NJSLS.RI.1.5, NJSLS.RI.1.6, **NJSLS.RI.1.7, NJSLS.RI.1.10** NJSLS.RF.1.1, **NJSLS.RF.1.2,** NJSLS.RF.1.3, **NJSLS.RF.1.4** **NJSLS.SL.1, NJSLS.SL.1.2,** NJSLS.SL.1.3, **NJSLS.SL.1.4, NJSLS.SL.1.5, NJSLS.SL.1.6** **NJSLS.L.1.1, NJSLS.L.1.2,** NJSLS.L.1.4, NJSLS.L.1.5, NJSLS.L.1.6	• Students will be able to compose an informative/explanatory text to examine and convey complex ideas and information clearly and accurately. (6 weeks) • Students will be able to write an informative/explanatory text through the effective selection, organization, and analysis of content. (6 weeks) Bend 1 • Students will be able to write a teaching book with independence. (2 weeks) • Students will be able to use a checklist to self-assess their writing. (1 week) Bend 2	Bend 1 • Students will understand that writers teach all about their topic by organizing their information and using a teaching voice. (DOK 2) • Students will understand that writers plan what they are going to say before they write. (DOK3) • Students will be able to tell information across their fingers, sketching, and then writing. (DOK 2) • Students will understand that writers picture who their readers will be and then imagine and answer the questions their readers might ask. (DOK 3) • Students will be able to teach with pictures and words. (DOK 2) • Students will be able to spell challenging, expert words that help teach about their topic. (DOK 1)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			- Students will be able to write nonfiction books with chapters. (2 weeks) **Bend 3** - Students will be able to write chapter books using all they learned thus far. - Students will be able to set writing goals to write new chapter books. (2 weeks)	- Students will be able to use a partner (reader) to help them revise. (DOK 2) - Students will be able to self-assess and set goals to become even better writers. (DOK 3) - Students will be able to reread their writing closely, making sure they have included correct spelling, capitals, and punctuation. (DOK 2) **Bend 2** - Students will be able to study books written by other authors to learn how a nonfiction book is organized. (DOK 2) - Students will be able to plan individual chapters by telling the information across and down their fingers before they write. (DOK 3) - Students will understand that nonfiction writers use different strategies to say more and teach others. (DOK 2) - Students will be able to use comparison to teach in their nonfiction books. (DOK 3)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				• Students will be able to write an introduction and conclusion in their nonfiction books. (DOK 2) • Students will be able to fix up their writing for readers by pretending to be a reader and also by thinking, "Does this match what I know about how to write this kind of writing well?" (DOK 3) Bend 3 • Students will be able to use tools including charts, mentor texts, and other writers to make a plan to write their best book. (DOK2) • Students will understand that nonfiction writers use images and photos to help them say more about their topic. (DOK 2) • Students will be able to use their writing voices to help teach their readers by deciding how to punctuate their sentences. (DOK 3) • Students will be able to use all the craft moves learned thus far to write their teaching books. (DOK 2) • Students will be able to edit their writing so that it is

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				ready to be published. (DOK 2) • Students will celebrate their work by sharing their writing with an audience.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 3: Writing Reviews	January through March 8 weeks	**NJSLS.W.1.1,** NJSLS.W.1.3, **NJSLS.W.1.5,** NJSLS.W.1.6, **NJSLS.W.1.7, NJSLS.W.2.1** **NJSLS.RL.1.1, NJSLS.RL.1.2, NJSLS.RL.1.3,** NJSLS.RL.1.4, **NJSLS.RL.1.9** NJSLS.RI.1.1, NJSLS.RI.1.2, NJSLS.RI.1.3, NJSLS.RI.1.8 **NJSLS.RF.1.2, NJSLS.RF.1.3,** NJSLS.RF.1.4 **NJSLS.SL.1.1, NJSLS.SL.1.2, NJSLS.SL.1.3, NJSLS.SL.1.4,** NJSLS.SL.1.6 **NJSLS.L.1.1, NJSLS.L.1.2,** NJSLS.L.1.5, NJSLS. L.1.6, **NJSLS.L.2.1.f**	• Students will be able to write an argument to support claims in an analysis topics or texts, using valid reasoning and relevant and sufficient evidence. Bend 1 • Students will be able to review their collections to determine which item is the best and write defenses for those judgements. (2 weeks) Bend 2 • Students will be able to write persuasive reviews. (2 weeks) Bend 3 • Students will be able to write persuasive book review. (2 weeks)	Bend 1: • Students will understand that writers will collect examples of things that they care about. (DOK 1) • Students will be able to determine which items are the best and write defenses to convince others of their opinions. (DOK 3) • Students will be able to write about their opinions by providing reasons and supporting details for these reasons. (DOK 3) • Students will understand that writers read and study the work of other writers and then try to incorporate what they learned into their own writing. (DOK 2) • Students will understand that writers don't' always share the same opinion. (DOK 1)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				o Students will be able to back up their opinions with reasons. (DOK 3) • Students will understand that opinion writers not only write about their favorite thing but they also write about their least favorite or the worst thing. (DOK 2) o Students will be able to back up their opinions with reasons. (DOK 3) • Students will be able to ask others to help bolster the opinion. (DOK 2) • Students will be able to use a checklist to make their writing the best that it can be. (DOK 2) Bend 2 • Students will be able to persuade others to share their opinion. (DOK 3) • Students will be able to use a persuasive voice by writing as though they are talking right to their readers, offering important information. (DOK 3)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				• Students will be able to make comparison in their writing. (DOK 3) • Students will be able to write introductions to grab their readers' attention. (DOK 2) • Students will be able to use a checklist and writing partners to give feedback on how to make their writing better. (DOK 2) • Students will be able to create an anthology to share with an audience. (DOK 2) Bend 3 • Students will be able to write book reviews to recommend titles and authors to other students. (DOK 3) • Students will be able to write a book review that gives a sneak peek summary. (DOK 2) • Students will be able to check their sentences to make sure they are just right by using punctuation marks, linking words or other editing tools learned. (DOK 2) • Students will be able to use a checklist to make sure their writing is as strong as it can be. (DOK 2)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				• Students will celebrate their work by sharing their writing with an audience.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4: From Scenes to Series	April through June 8 weeks	**NJSLS.W.1.3, NJSLS.W.1.5, NJSLS.W.1.7, NJSLS.W.1.8, NJSLS.W.2.3** NJSLS.RL.1.1, NJSLS.RL.1.2, **NJSLS.RL.1.3**, NJSLS.RL.1.4, **NJSLS.RL.1.7, NJSLS.RL.2.3, NJSLS.RL.2.5** -- NJSLS.RF.1.1, **NJSLS.RF.1.2, NJSLS.RF.1.3**, NJSLS.RF.1.4 **NJSLS.SL.1.1,** NJSLS.SL.1.2, **NJSLS.SL.1.4**, NJSLS.SL.1.5, **NJSLS.SL.1.6** **NJSLS.L.1.1, NJSLS.L.1.2**, NJSLS.L.1.5, NJSLS.L.1.6	• Students will be able to write a realistic fiction narrative 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. (6 weeks) Bend 1 • Students will be able to write a realistic fiction stories that contain characters that face a dilemma in their story. (2 weeks) Bend 2 • Students will be able to write a series of book with ca connected	Bend 1 • Students will understand that writers call on their pretending skills to invent characters and Small Moment adventures. (DOK 1) • Students will be able to use all tools at hand to work independently. (DOK 2) • Students will be able to create endings through using action, dialogue, or feeling to get their characters out of trouble. (DOK 3) • Students will be able to make courageous choices about words in their stories. (DOK 2) • Students will be able to use checklists to review their writing and set goals. (DOK 3) Bend 3 • Students will understand how to write a series of book which includes thinking of

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			character or characters. (1.5 weeks) Bend 3 • Students will understand the genre of realistic fiction and use this knowledge to write realistic fiction stories. (1.5 weeks) Bend 4 • Students will be able to publish their second series book. (1 week)	more than one story for a character. (DOK 3) • Students will be able to share a lot of details about their character in Book One of their series. (DOK 2) • Students will understand how to make characters in their stories speak. (DOK 2) 　○ Students will be able to include speech bubbles in their writing. (DOK 2) 　○ Students will understand the different purposes for having a character speak. (DOK 3) • Students will be able to revise their writing to make it the best that it can be. (DOK 3) • Students will be able to edit their writing so that it is ready to be published. (DOK 2) Bend 3 • Students will be able to use their own experiences to imagine the tiny, authentic details that make realistic fiction seem so real. (DOK 1) • Students will be able to add tiny, realistic details to their

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				stories to help their readers picture the story in their minds. (DOK 3) • Students will be able to divide their stories into chapters that include a beginning, a middle, and an end for their stories. (DOK 3) • Students will be able to use patterns to elaborate. (DOK 2) • Students will be able to use all they have learned about a type of writing to become a better writer. (DOK 2) Bend 4 • Students will be able to revise their writing to make it the best that it can be. (DOK 3) • Students will understand the roles illustrations play by studying them in mentor texts. (DOK 2) • Students will be able to introduce themselves to the readers with "meet the author" pages for their series. • Students will be able to edit their writing so that it is ready to be published. (DOK 2)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				• Students will celebrate their work by sharing their writing with an audience.

Unit 1: Narrative Writing:	Recommended Duration: September to November 8 weeks

Unit Description: First graders are encouraged to writer about small moments which focuses on writing with details. These details include showing character's small actions, dialogues, and internal thinking. They will produce MANY Small Moment stories and move throughout the writing process independently.

Bend 1- First graders begin this bend by writing narrative stories in booklets. Students will be writing stories of their lives as wells as focusing on establishing the routines and structures of the class so that writing can be done independently.

Bend 2- During this bend, you will teach your young writers the strategies they will need in order to bring their stories to life. First graders will learn how to slow down their narratives in order to develop each party bit by bit. A lot of the focus of this unit is on retelling and storytelling therefore, drama plays an important part in this bend.

Bend 3- First graders continue to learn ways to elaborate on their stories- working to do this in new stories they continue to write, but also by revising their writing folder full of previously written stories. They will study mentor texts to identify "craft moves" authors make while writing so that they could try these "moves" in their own writing.

Bend 4- In this bend, students will select a piece that he or she wants to publish. First graders will learn revising and editing strategies to use in order to make their writing better. Also, they will "fancy up" their writing by making a cover page, adding details and color to illustrations.

Getting Ready for the Unit:
- Prepare writing supplies: writing folders/writing notebook, paper choices, writing tools, etc.
- Locate mentor texts to use for the unit

Essential Questions	Enduring Understandings
- How can I effectively communicate a story through writing? - How do I use punctuation to help my reader understand my writing? - How do good writers express themselves? - How do writers develop a well written product?	- Writing is an important way to communicate an idea/story. - Writing is an ongoing process and writing is continually evolving.

Relevant Standards	Learning Goals	Learning Objectives
Primary Standards **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events,	Students will be able to write a narrative in which they recount two or more appropriately sequenced events, include	Bend 1 Students will understand that writers use events from their lives- things they do or

Relevant Standards	Learning Goals	Learning Objectives
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.1.7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words. **SL.1.1**. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. **SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.3**. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **L.1.2.** Demonstrate command of the conventions of standard English capitalization,	some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (6 weeks) Bend 1 • Students will be able to write a small moment story. (2 weeks) Bend 2 • Students will understand how to bring character to life using actions, thoughts, feelings and dialogue. (2 weeks) Bend 3 • Students will be able to analyze mentor texts to determine craft moves authors use and emulate them in their own stories. (1 week) Bend 4 • Students will understand how to revise their writing to make their writing easy to read for readers. (1 week) Students will be able to produce and publish a piece of writing. (1 week)	things that have happened to them- to write Small Moment stories. (DOK 1) • Students will be able to plan what they want to write about before they start writing. (DOK 2) • Students will be able to use pictures to help them add words to their stories. (DOK 2) • Students will be able to spell words by stretching out each word, listening for all the sounds and recording what they hear. (DOK 1) • Students will understand that writers write with focus. (DOK 2) • Students will be able to talk to other writers about their writing, storytelling their ideas out loud. (DOK 2) • Students will be able to reread their won own writing to make sure their writing is clear and makes sense for their readers. (DOK 3) Bend 2 • Students will understand how that writers bring their stories to life by making their characters move and speak. (DOK 2) • Students will understand that writers bring their stories to life by unfolding the action bit by bit. (DOK 2) • Students will be able to bring their stories to life by making characters think and feel. (DOK 1) • Students will be able to act out what really happened in their stories, then add those

Relevant Standards	Learning Goals	Learning Objectives
punctuation, and spelling when writing. **Supporting Standards:** **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.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **RL.1.1.** Ask and answer questions about key details in a text. **RL.1.3.** Describe characters, settings, and major event(s) in a story, using key details **RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events. **SL.1.4**. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.5**. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL.1.6.** Produce complete sentences when appropriate to task and situation. **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.5.** With guidance and support from adults, demonstrate understanding of figurative		details to their writing, to bring their stories to life. (DOK 2) • Students will be able to use word they know how to spell as well as new and more challenging words. (DOK 2) • Students will be able to add punctuation marks to their writing to help their readers read this stories. (DOK 2) Bend 3 • Students will be able to study other authors' craft, seeing what special things the authors do that they can try in their own writing. (DOK 2) • Students will be able to identify an author's craft move to emulate. (DOK 2/3) • Students will be able to help their readers make a movie in their mind by including the exact actions of their character. (DOK 2) • Students will understand and be able to give readers clues about how to read their story, including writing words bigger and bolder for emphasis. (DOK 2) • Students will understand how to turn to book they love to find new tips for writing well and for ideas they can try in their own writing pieces. (DOK 3) Bend 4 • Students will be able to revise their writing and publish writing pieces. (DOK 2) • Students will reread their writing using an editing checklist. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
language, word relationships and nuances in word meanings. **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*).		• Students will be able to publish their writing by including a title, detailed pictures, and a cover. (DOK 2) • Students will celebrate their work by sharing their writing with an audience.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Self-assessment with checklist • Anecdotal notes from conferencing • Graphic organizers • Think-pair-share • Turn and Talk • Self-Editing/Revising Checklists • Peer Editing/Revising Checklists • Choral Response • Four Corners • Observation Checklist documenting student adherence to rules and procedures of writing workshop • Writing Notebook Check: Check the progress of a student's writing notebook • Quick Write/Draw- *When we*	• On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit	Performance Based Assessment from the Teacher's College of reading and writing: • http://readingandwritingproject.org/resources/assessments/reading-writing-assessments	• On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
are finished writing, we can…			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Use a word processor to type notes, writing or give responses in class. • Provide an exemplar for writing expectations. • Prove a student checklist for writing.	**ELL** • Provide strategy cards for students use during writing assessment. • Provide an exemplar for writing expectations. • Provide a student checklist for writing. • Personal Word Wall of vocabulary and/or sight words. • Opportunities for cooperative learning. • Provide demonstrations for key concepts • Highlight key words • Provide visual charts and cues	**At Risk** • Vary test formats • Read directions to student • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions	**Gifted** • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness.

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of "crafting moves" • Individual reading conferences • Individual writing goals • Guided Writing groups

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Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
<u>**Accommodations**</u> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• No penalty for spelling errors or sloppy handwriting • Reduce words on a page **Modifications** • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics		• No penalty for spelling errors or sloppy handwriting	

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
Texts/Materials:
Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):
- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):
- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

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Unit 2: Writing Reviews	Recommended Duration: 8 weeks

Unit Description: In this unit, you will help first-graders leaner that people sort, rank, categorize, explain, convince, persuade, argue, give in, change and are changes. Students will learn to write their judgments and their reasons for those judgments and to organize their reasons and supply surprising details for those reasons.

Bend 1: This unit is based on the notion that six-year olds like to collect stuff. Students will bring in a small collection, learn to review their collections and to make choices about which item in their collection is the best, writing defenses for those judgements.

Bend 2: Frist Graders will continue to write review after review, writing about anything and everything: toys, restaurants, books, or kid-friendly places to play.

Bend 3: In this bend, students will learn to write reviews. They will summarize, evaluate, judge and defend their judgements. First graders will work on individual projects that convince others to read and to be interested in the books they are reading.

Getting Ready for the Unit:
- Engage students in whole-class testing and opinion forming. (e.g., bring in a trio of fruits or gummy candies and let children test them, rank them and talk about their favorites and give reasons why.
- Locate and read mentor texts that have strong persuasive voices. Examples:
    - *Pigeon* book by Mo Willems
    - *A Pet for Petunia* by Paul Schmid

Essential Questions	Enduring Understandings
- How do authors effectively share their opinions through writing? - How can we use writing to persuade others? - How might I use writing to make the world better? - How can I use different tools to publish my writing? - How and why are conjunctions used in writing?	- Writing is an important way to communicate opinions. - Writing can be published in a variety of ways. - Writers use conventions of English to communicate effectively with readers.

Relevant Standards	Learning Goals	Learning Objectives
Primary Standards: **W.1.1**. Write opinion pieces in which they introduce the topic or name the book they are	• Students will be able to compose an informative/explanatory text to examine and convey complex ideas and	Bend 1 • Students will understand that writers teach all about their topic by organizing their

Relevant Standards	Learning Goals	Learning Objectives
writing about, state an opinion, supply a reason for the opinion, 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.1.7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **RL.1.1.** Ask and answer questions about key details in a text. **RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3.** Describe characters, settings, and major event(s) in a story, using key details. **RL.1.9.** Compare and contrast the adventures and experiences of characters in stories. **RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **RF.1.3**. Know and apply grade-level phonics and word analysis skills in decoding words. **SL.1.1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	information clearly and accurately. (6 weeks) • Students will be able to write an informative/explanatory text through the effective selection, organization, and analysis of content. (6 weeks) Bend 1 • Students will be able to write a teaching book with independence. (2 weeks) • Students will be able to use a checklist to self-assess their writing. (1 week) Bend 2 • Students will be able to write nonfiction books with chapters. (2 weeks) Bend 3 • Students will be able to write chapter books using all they learned thus far. Students will be able to set writing goals to write new chapter books. (2 weeks)	information and using a teaching voice. (DOK 2) • Students will understand that writers plan what they are going to say before they write. (DOK3) • Students will be able to tell information across their fingers, sketching, and then writing. (DOK 2) • Students will understand that writers picture who their readers will be and then imagine and answer the questions their readers might ask. (DOK 3) • Students will be able to teach with pictures and words. (DOK 2) • Students will be able to spell challenging, expert words that help teach about their topic. (DOK 1) • Students will be able to use a partner (reader) to help them revise. (DOK 2) • Students will be able to self-assess and set goals to become even better writers. (DOK 3) • Students will be able to reread their writing closely, making sure they have included correct spelling, capitals, and punctuation. (DOK 2) Bend 2 • Students will be able to study books written by other authors to learn how a nonfiction book is organized. (DOK 2) • Students will be able to plan individual chapters by telling the information across and down their fingers before they write. (DOK 3)

Relevant Standards	Learning Goals	Learning Objectives
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.3**. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **SL.1.4**. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **Secondary 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.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **RL.1.4**. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RI.1.1.** Ask and answer questions about key details in a text. **RI.1.2.** Identify the main topic and retell key		• Students will understand that nonfiction writers use different strategies to say more and teach others. (DOK 2) • Students will be able to use comparison to teach in their nonfiction books. (DOK 3) • Students will be able to write an introduction and conclusion in their nonfiction books. (DOK 2) • Students will be able to fix up their writing for readers by pretending to be a reader and also by thinking, "Does this match what I know about how to write this kind of writing well?" (DOK 3) Bend 3 • Students will be able to use tools including charts, mentor texts, and other writers to make a plan to write their best book. (DOK2) • Students will understand that nonfiction writers use images and photos to help them say more about their topic. (DOK 2) • Students will be able to use their writing voices to help teach their readers by deciding how to punctuate their sentences. (DOK 3) • Students will be able to use all the craft moves learned thus far to write their teaching books. (DOK 2) • Students will be able to edit their writing so that it is ready to be published. (DOK 2) Students will celebrate their work by sharing their writing with an audience.

Relevant Standards	Learning Goals	Learning Objectives
details of a text. **RI.1.3**. Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI.1.8**. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. **RF.1.4**. Read with sufficient accuracy and fluency to support comprehension. **SL.1.6.** Produce complete sentences when appropriate to task and situation. **L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. **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*).		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Self-assessment with checklist • Anecdotal notes from conferencing • Graphic organizers • Think-pair-share • Turn and Talk	• On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit	Performance Based Assessment from the Teacher's College of reading and writing: • http://readingandwritingproject.org/resources/assessment	• On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
- Self-Editing/Revising Checklists - Peer Editing/Revising Checklists - Choral Response - Four Corners - Observation Checklist documenting student adherence to rules and procedures of writing workshop - Writing Notebook Check: Check the progress of a student's writing notebook - Quick Write/Draw- *When we are finished writing, we can…*		s/reading-writing-assessments	

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education - Break the assessment into manageable chunks. - Provide strategy cards for students use during writing assessment. - Provide various writing utensils and paper to accommodate the students. - Use a word processor to type notes, writing or give responses in class. - Provide an exemplar for writing expectations.	**ELL** - Provide strategy cards for students use during writing assessment. - Provide an exemplar for writing expectations. - Provide a student checklist for writing. - Personal Word Wall of vocabulary and/or sight words. - Opportunities for cooperative learning. - Provide demonstrations for	**At Risk** - Vary test formats - Read directions to student - Highlight key directions - Pace long-term projects - Chunk long-term assignments - Clarify test directions, read test questions	**Gifted** - Pres-assess a student prior to starting the unit to determine writing goals for the student. - Provide a student checklist for writing- possible above grade level expectation - Determine where students' interests lie and capitalize on their inquisitiveness.

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Possible Assessment Modifications /Accommodations/Differentiation			
• Prove a student checklist for writing.	key concepts • Highlight key words • Provide visual charts and cues		

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of "crafting moves" • Individual reading conferences • Individual writing goals • Guided Writing groups

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page **Modifications** • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment)	• No penalty for spelling errors	• Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
		expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:
Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):
- Unit Quizzes
- Common Summative Assessment

Resources
• On- Demand writing prompt **Major Activities (required):** • Interactive Read Alouds • Mini-lessons • Reading Response Journals

Unit 3: Nonfiction Chapter Books	Recommended Duration: 8 weeks

Unit Description:

This unit begins with teaching students how to make a basic type of information book –a picture book- and ends with children creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words.

Bend 1: In this bend, first graders will write a folder full of information texts, revisit many of those texts many times, and revise them independently. These first books will resemble nonfiction picture books. This bend will focus on using a teaching voice and writing a lot, so that each page teachers new and interesting information. They will also learn how to answer readers' questions and to use those questions to add information within their book. Students will eb introduced to a writing checklist to help them self-assess their writing. This will give students the opportunity to set goals and reflect on these goals. In addition to the independent books students will write, you will be producing several class books.

Bend 2: During this bend, students will progress toward writing chapter books, which gives them opportunities to work on structuring their texts. It is likely that the pace of student's writing will slow down during this bend as they will be producing writing that is longer and more ambitious. Instruction will focus on the common elements found in information books: how-to pages, stories, introductions, and conclusions.

Bend 3: Students will take all they have learned and set new goals to write new and better chapter books. Instruction will focus on researching their topics by studying photographs and asking questions as wells as lessons on craft and thoughtful punctuation.

Getting Reading for the Unit:
- Acquire or make paper that can support the variety your students will do. (Booklets and loose paper**).**
- Select grade level complex text that can be the center of close reading and study.
    a. *Trucks* and *Trains* from the National Geographic series
    b. *Goldfish, Mice,* or *Cats* from the Rigby PM pets series

Essential Questions	Enduring Understandings
• How can I effectively teach readers with my writing? • How can I use different tools to publish my writing? • How are different types of punctuation used in informational writing? • What does a good writer do to express ideas?	• Writing is an important way to communicate information. • Writing can be published in a variety of ways. • Writers use conventions of English to communicate effectively with readers. • Writing is an ongoing process and writing is continually evolving.

Relevant Standards	Learning Goals	Learning Objectives
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.1.8**. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **RI.1.4**. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **RI.1.7.** Use the illustrations and details in a text to describe its key ideas. **RI.1.10**. With prompting and support, read informational texts at grade level text complexity or above. **RF.1.2**. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of	• Students will be able to compose an informative/explanatory text to examine and convey complex ideas and information clearly and accurately. (6 weeks) • Students will be able to write an informative/explanatory text through the effective selection, organization, and analysis of content. (6 weeks) Bend 1 • Students will be able to write a teaching book with independence. (2 weeks) • Students will be able to use a checklist to self-assess their writing. (1 week) Bend 2 • Students will be able to write nonfiction books with chapters. (2 weeks) Bend 3 • Students will be able to write chapter books using all they learned thus far. Students will be able to set writing goals to write new chapter books. (2 weeks)	Bend 1 • Students will understand that writers teach all about their topic by organizing their information and using a teaching voice. (DOK 2) • Students will understand that writers plan what they are going to say before they write. (DOK3) • Students will be able to tell information across their fingers, sketching, and then writing. (DOK 2) • Students will understand that writer's picture who their readers will be and then imagine and answer the questions their readers might ask. (DOK 3) • Students will be able to teach with pictures and words. (DOK 2) • Students will be able to spell challenging, expert words that help teach about their topic. (DOK 1) • Students will be able to use a partner (reader) to help them revise. (DOK 2) • Students will be able to self-assess and set goals to become even better writers. (DOK 3) • Students will be able to reread their writing closely, making sure they have included

Relevant Standards	Learning Goals	Learning Objectives
syllables in a printed word. **RF.1.4**. Read with sufficient accuracy and fluency to support comprehension. **SL.1.1**. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. **SL.1.2**. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL.1.6**. Produce complete sentences when appropriate to task and situation. **L.1.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Supporting 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.1.6.** With guidance and support from adults, use a variety of digital tools to produce and		correct spelling, capitals, and punctuation. (DOK 2) Bend 2 - Students will be able to study books written by other authors to learn how a nonfiction book is organized. (DOK 2) - Students will be able to plan individual chapters by telling the information across and down their fingers before they write. (DOK 3) - Students will understand that nonfiction writers use different strategies to say more and teach others. (DOK 2) - Students will be able to use comparison to teach in their nonfiction books. (DOK 3) - Students will be able to write an introduction and conclusion in their nonfiction books. (DOK 2) - Students will be able to fix up their writing for readers by pretending to be a reader and also by thinking, "Does this match what I know about how to write this kind of writing well?" (DOK 3) Bend 3 - Students will be able to use tools including charts, mentor texts, and other writers to make a plan to write their best book. (DOK2) - Students will understand that nonfiction writers use images and photos to help them say more about their topic. (DOK 2) - Students will be able to use their writing voices to help teach their readers by deciding how to punctuate their sentences. (DOK 3)

Relevant Standards	Learning Goals	Learning Objectives
publish writing, including in collaboration with peers. **W.1.7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **RI.1.1**. Ask and answer questions about key details in a text. **RI.1.2.** Identify the main topic and retell key details of 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.1.6**. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **RF.1.1**. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. **RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words. **SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **L.1.4.** 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. **L.1.5.** With guidance and support from adults,		• Students will be able to use all the craft moves learned thus far to write their teaching books. (DOK 2) • Students will be able to edit their writing so that it is ready to be published. (DOK 2) • Students will celebrate their work by sharing their writing with an audience.

Relevant Standards	Learning Goals	Learning Objectives
demonstrate understanding of figurative language, word relationships and nuances in word meanings. **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*).		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
- Self-assessment with checklist - Anecdotal notes from conferencing - Graphic organizers - Think-pair-share - Turn and Talk - Self-Editing/Revising Checklists - Peer Editing/Revising Checklists - Choral Response - Four Corners - Observation Checklist documenting student adherence to rules and procedures of writing workshop - Writing Notebook Check: Check the progress of a	- On-Demand Writing Prompt at the end of the unit. - Published piece of writing from unit	Performance Based Assessment from the Teacher's College of reading and writing: http://readingandwritingproject.org/resources/assessments/reading-writing-assessments	- On-Demand Writing Prompt at the end of the unit. - Published piece of writing from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
student's writing notebook • Quick Write/Draw- *When we are finished writing, we can…*			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Use a word processor to type notes, writing or give responses in class. • Provide an exemplar for writing expectations. • Prove a student checklist for writing.	**ELL** • Provide strategy cards for students use during writing assessment. • Provide an exemplar for writing expectations. • Provide a student checklist for writing. • Personal Word Wall of vocabulary and/or sight words. • Opportunities for cooperative learning. • Provide demonstrations for key concepts • Highlight key words • Provide visual charts and cues	**At Risk** • Vary test formats • Read directions to student • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions	**Gifted** • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness.

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

- Peer Response Groups
- Guided Writing Groups
- Individual Writing Conferences
- Think Alouds to model thinking while writing
- Using Mentor Texts to provide examples of "crafting moves"
- Individual reading conferences
- Individual writing goals
- Guided Writing groups

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**

• Personalized examples
• No penalty for spelling errors or sloppy handwriting
• Reduce words on a page
Modifications
• No penalty for spelling errors (if assessing writing conventions)
   • Alternate learning goals/objectives
   • Change level of difficulty/complexity
   • Read passages aloud (if working on reading comprehension)
   • Shortening assignment (if altering the complexity/rigor of the assignment)
   • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)
   • Reworded questions/problems in simpler language (changing rigor)
   • Highlighting important words or phrases in reading assignments
   • Modified rubrics
		• Personalized examples
		• No penalty for spelling errors or sloppy handwriting	

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
Texts/Materials: Lucy Caulkins Writing Units of Study and all corresponding mentor texts **Materials:** • Chart paper, markers for Anchor Charts • Student reading notebooks • Index cards for word walls • Index cards for teaching stop and jot strategies • Individual book bags/ boxes • Classroom library organized by genre • Leveled readers for independent readers • whiteboard/screen to display texts **Major Assignments (required):** • Unit Quizzes • Common Summative Assessment • On- Demand writing prompt **Major Activities (required):** • Interactive Read Alouds • Mini-lessons • Reading Response Journals

Unit 4: From Scenes to Scenes	Recommended Duration: 8 weeks

Unit Description:
In this unit, students will be led through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborative and revising across books, and finally, creating a "boxed set" of their stories.

Bend 1: In this bend, you will teach students that fiction writers use their pretending skills to invent characters and small moment adventures. Students will come up with characters of their own, naming them and putting them into imagined scenes. You will encourage your students to write lots of realistic fiction stories quickly and with independence.

Bend 2: Instruction during this bend will be focus on teaching students that series writers put their characters into more than one book, and more than one adventure. This bend will conclude with a mini-celebration of student's first series.

Bend 3: During this bend, the focus shifts to turning your students into more powerful writers of realistic fiction as you engage students in a genre study and of themselves as writers. You'll teach students that writers draw on their own experiences to image tiny details they can include in a story. You'll teach students how to show, not tell and then channel youngsters to think about the structure of their stories as they write chapters with a clear beginning, middle and end.

Bend 4: First graders will prepare to publish their second series. Students will work hard on adding important details to the illustrations, by creating a "meet the author" page to introduce themselves to their readers, and by editing and revising in meaningful ways to make their work publication-ready.

Getting Ready for the Unit:
- Rea aloud some realistic fiction stories to immerse the children in the genre they will be writing.
- Write your own collection of stories about one character that you can use as you demonstrate writing in front of the children.
- Stock the writing center with paper with various lines and picture box and maybe even paper full of liens and no picture box for those who are ready.
- Collect cereal boxes for students to store their collection of stories.

Essential Questions	Enduring Understandings
• How do fictional writers engage their audience in a real or imagined event? • How do authors write series?	• Writers can generate fiction ideas from their own lives or reading mentor texts. • Series writers always have a lot of write about.

Relevant Standards	Learning Goals	Learning Objectives
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.1.7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **W.1.8**. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **RL.1.3** Describe characters, settings, and major event(s) in a story, using key details. **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events. **RF.1.2**. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using	• Students will be able to write a realistic fiction narrative 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. (6 weeks) Bend 1 • Students will be able to write a realistic fiction stories that contain characters that face a dilemma in their story. (2 weeks) Bend 2 • Students will be able to write a series of book with ca connected character or characters. (1.5 weeks) Bend 3 • Students will understand the genre of realistic fiction and use this knowledge to write realistic fiction stories. (1.5 weeks) Bend 4 Students will be able to publish their second series book. (1 week)	Bend 1 • Students will understand that writers call on their pretending skills to invent characters and Small Moment adventures. (DOK 1) • Students will be able to use all tools at hand to work independently. (DOK 2) • Students will be able to create endings through using action, dialogue, or feeling to get their characters out of trouble. (DOK 3) • Students will be able to make courageous choices about words in their stories. (DOK 2) • Students will be able to use checklists to review their writing and set goals. (DOK 3) Bend 3 • Students will understand how to write a series of book which includes thinking of more than one story for a character. (DOK 3) • Students will be able to share a lot of details about their character in Book One of their series. (DOK 2) • Students will understand how to make characters in their stories speak. (DOK 2) o Students will be able to include speech bubbles in their writing. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **RF.1.3**. Know and apply grade-level phonics and word analysis skills in decoding words. **SL.1.1**. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. **SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.6**. Produce complete sentences when appropriate to task and situation. **L.1.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Supporting Standards:** **RL.1.1.** Ask and answer questions about key details in a text. **RL.1.2**. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RF.1.1**. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten		o Students will understand the different purposes for having a character speak. (DOK 3) • Students will be able to revise their writing to make it the best that it can be. (DOK 3) • Students will be able to edit their writing so that it is ready to be published. (DOK 2) Bend 3 • Students will be able to use their own experiences to imagine the tiny, authentic details that make realistic fiction seem so real. (DOK 1) • Students will be able to add tiny, realistic details to their stories to help their readers picture the story in their minds. (DOK 3) • Students will be able to divide their stories into chapters that include a beginning, a middle, and an end for their stories. (DOK 3) • Students will be able to use patterns to elaborate. (DOK 2) • Students will be able to use all they have learned about a type of writing to become a better writer. (DOK 2) Bend 4 • Students will be able to revise their writing to make it the best that it can be. (DOK 3) • Students will understand the roles illustrations play by studying them in mentor texts. (DOK 2) • Students will be able to introduce themselves to the readers with "meet the author" pages for their series.

Relevant Standards	Learning Goals	Learning Objectives
foundation skills. **SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.5**. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. **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*).		• Students will be able to edit their writing so that it is ready to be published. (DOK 2) • Students will celebrate their work by sharing their writing with an audience.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Self-assessment with checklist • Anecdotal notes from conferencing • Graphic organizers • Think-pair-share • Turn and Talk • Self-Editing/Revising Checklists • Peer Editing/Revising Checklists	• On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit	Performance Based Assessment from the Teacher's College of reading and writing: • http://readingandwritingproject.org/resources/assessments/reading-writing-assessments	• On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Choral Response • Four Corners • Observation Checklist documenting student adherence to rules and procedures of writing workshop • Writing Notebook Check: Check the progress of a student's writing notebook • Quick Write/Draw- *When we are finished writing, we can…*			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Use a word processor to type notes, writing or give responses in class. • Provide an exemplar for writing expectations. • Prove a student checklist for writing.	**ELL** • Provide strategy cards for students use during writing assessment. • Provide an exemplar for writing expectations. • Provide a student checklist for writing. • Personal Word Wall of vocabulary and/or sight words. • Opportunities for cooperative learning. • Provide demonstrations for key concepts • Highlight key words • Provide visual charts and cues	**At Risk** • Vary test formats • Read directions to student • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions	**Gifted** • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness.

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of "crafting moves" • Individual reading conferences • Individual writing goals • Guided Writing groups

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

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Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page **Modifications** • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)		• Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
• Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
		participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):
- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):
- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals