

**English Language Arts
Writing Curriculum
2019**

Grade 1

Montague Township School

Contents

K-8 Curriculum
Map

Kindergarten Writing Curriculum

Unit Title: Building a Talking Community: Oral Language

Unit 1: Launch Writing

Unit 2: Writers are Readers

Unit 3: How-To Books

Unit 4: Persuasive Writing

First Grade Writing Curriculum

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Unit 5: Poetry

Second Grade Writing Curriculum

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Unit Title: Argument Writing

Unit Title: Informational Writing - Historical Perspective Unit

Title: Memoir - Sharing our Story

K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June
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K	Building a Talking Community	Launch Writing	Launch Writing	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Persuasive Writing	Persuasive Writing	Persuasive Writing
1	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing NonFiction	Writing NonFiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
2	Narrative Writing	Narrative Writing	Writing About Reading	Writing About Reading	Writing About Reading	Lab Reports and Science Books	Lab Reports and Science Books	Lab Reports and Science Books Poetry	Poetry	If..Then...
3	Routines	Crafting True Stories	Crafting True Stories	The Art of Information Writing	The Art of Information Writing	Changing The World	Changing the World	Once Upon a Time	Once Upon a Time	Poetry
4	Routines	Arc of Story	Arc of Story Personal/ Persuasive	Personal/ Persuasive	Bringing History to Life	Bringing History to Life Literary Essay- Fiction	Literary Essay- Fiction Mythology/ Folklore	Mythology/ Folklore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch/ Fan Favorites	Fan Favorites	Informational Writing	Informational Writing	Informational Writing Research Based Argument Essay	Research Based Argument Essay	Research Based Argument Essay Career Speeches	Career Speeches	Fantasy	Fantasy
6	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument- Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography Poetry	Poetry
7	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
8	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

Units of Study for Teaching Writing (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	Launching the Writing Workshop	Launching the Writing Workshop Looking Closely...	Looking Closely... Writing for Readers	Writing for Readers	How-to Books...	How-to Books... Persuasive Writing...	Persuasive Writing...	All About Books	All About Books Crafting Stories	Crafting Stories
1	Small Moments...	Small Moments... Writing How-to Books	Writing How-to Books Nonfiction Chapter Books	Nonfiction Chapter Books	Writing Reviews	Writing Reviews Poetry and Songs	Poetry and Songs	From Scenes to Series	From Scenes to Series Writing Like Scientists	Writing Like Scientists
2	Lesson from the Masters	Lesson from the Masters	A How-to Guide to Nonfiction	A How-to Guide to Nonfiction	Writing Gripping Fictional Stories	Poetry...	Poetry... Lab Reports and Science Books	Lab Reports and Science Books	Writing about Reading	Writing about Reading
3	Crafting True Stories	Crafting True Stories The Art of Information...	The Art of Information... Changing the World	Changing the World	Baby Literary Essay	Baby Literary Essay	Unit of Choice/Test Prep	Writing about Research	Writing about Research Design Your Own Unit/Once Upon a Time	Design Your Own Unit/Once Upon a Time
4	The Arc of Story	The Arc of Story Boxes and Bullets	Boxes and Bullets Historical Fiction Writing/Design Your Own Unit	Historical Fiction Writing/Design Your Own Unit	The Literary Essay	The Literary Essay	Unit of Choice/Test Prep	Bringing History to Life	Bringing History to Life Journalism	Journalism
5	Narrative Craft	Narrative Craft Feature Articles	Feature Articles The Research-Based Argument Essay	The Research-Based Argument Essay	Literary Essay...	Literary Essay...	Unit of Choice/Test Prep	The Lens of History...	The Lens of History... Shaping Texts...	Shaping Texts...
6	Personal Narrative	Personal Narrative	The Literary Essay	The Literary Essay	Research-Based Information Writing	Research-Based Information Writing	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Design Your Own Unit/Fantasy Writing Persuasive Essays	Persuasive Essays
7	Writing Realistic Fiction	Writing Realistic Fiction	Writing About Reading	Writing About Reading	The Art of Argument	The Art of Argument	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Design Your Own Unit/Poetry Writing Information Books	Writing Information Books

8	Memoir	Memoir	The Literary Essay	The Literary Essay	Position Papers	Position Papers	Unit of Choice/Test Prep	Unit of Choice/Test Prep Investigative Journalism	Investigative Journalism Design Your Own Unit/Poetry	Design Your Own Unit/Poetry
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Pacing Guide

Content Area: Language Arts

Course Title: Writing

Grade Level: First

Unit 1: Launching/ Small Moments

September – October

Unit 2: How-To Writing

October – December

Unit 3: Writing Non-Fiction

January-February

Unit 4: Opinion Writing

March-April

Unit 5: Realistic Fiction

April-June

Unit 6: Poetry

June

Unit 1 Title: Launching/ Small Moments (Narrative)	Grade Level: First	Time Frame: September – October
Standards: <ul style="list-style-type: none"> • W.1.1, W.1.2, W.1.3 • SL.1.1, SL.1.2, SL.1.4, SL.1.6 • L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 	Cross Curricular Connections: <ul style="list-style-type: none"> • HWT tears Mat Man for representational drawings. • Shapes in math for representational drawings. • Math- do a "quick write" telling how to play a math game • Social Studies Curriculum - write/illustrate what happens when rules are and aren't followed. • Nystrom Literacy Library- read aloud, David Goes to School by David Shannon. Collaborate with students to write a class book about what would happen if David followed all the school rules. Call the book, Yes, David! Have students illustrate the book and display it in the class reading center. • Health- Safety and First Aid. Identify rules for playing inside and outside to avoid dangers. Each student draws and illustrates a safety or First Aid rule." 	21st Century Life and Career CRP1 – Act as a responsible and contributing citizen and employee <ul style="list-style-type: none"> a. Write weekly reflections b. Journaling CRP2 – Apply appropriate academic and technical skills <ul style="list-style-type: none"> a. Deconstruct skills to publish a book CRP4 – Communicate clearly and effectively and with reason <ul style="list-style-type: none"> a. Writing community letters b. Practice effective writing CRP6 – Demonstrate creativity and innovation <ul style="list-style-type: none"> a. Illustration writing pieces b. Verbal presentation of writing pieces

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product □ Explain how using a tool aids in reducing work

Essential Questions:

- How do we create a community?
- How do we work independently?
- How do we get ideas for our writing?
- In what ways can we support each other?
- How do we bring small moment stories to life?
- How do we study the craft of other writers?

Unit Goals/Enduring Understandings:

- Writers create a community
- Writers work independently with stamina
- Writers gather ideas from experiences
- Writers bring small moment stories to life
- Writers work in partnerships
- Writers zoom in on one moment of their lives
- Writers model other authors' work
- Writers revise, edit, check and celebrate their work

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Narrative Writing (Small Moment) • Using Pictures to Tell the Story • Writing Across Pages • Inventive Spelling • Writers Checklist • Revising • Editing: punctuation, capitalization 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative Checklist</p> <ul style="list-style-type: none"> • Writing Folder • Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> • Checklist • Conference Notes • Rubric • Writing Folder • Published Work 	<p>Structures:</p> <ul style="list-style-type: none"> • Writer’s Workshop • Whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group 	<p>Writing Process:</p> <ul style="list-style-type: none"> • Generate ideas (Think) • Rehearse (Touch & Tell) • Plan (Sketch) • Write • Revise • Edit • Publish • Celebrate
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	<ul style="list-style-type: none"> • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Alternative</p> <ul style="list-style-type: none"> • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Folder • STAR 360/MAP 	<ul style="list-style-type: none"> • Shared Writing • Read aloud 	
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<p>Mentor Texts: “Night of the Veggie Monster” – George McClements Suggested: “Big Mama’s”- Donald Crews “Shortcut”- Donald Crews Rollercoaster” – Maria Frazee “Elephant and Piggy” – Mo Williams (speech bubbles) “Knuffle Bunny” – Mo Willaims</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Writing: Unit 1 “Narrative” • Units of Study Anchor Chart Notes • Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” Differentiating instruction for individuals and small groups/conferring; Narrative Structure and Cohesion Table (p 68-77) 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered Curriculum Strategies: • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student’s interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area
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		<ul style="list-style-type: none">• Additional time	
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		<ul style="list-style-type: none"> • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Launching/ Small Moments (Narrative)	Grade Level: First	Time Frame: September – October
Goals	Suggested Minilessons	Teacher’s Notes

Writers create a community	<ul style="list-style-type: none"> • • Building a writing community takes practice. Writing time is a quiet and peaceful time to gather ideas on paper. • • Writers reread their writing and relate illustrations to their favorite writing □ <ul style="list-style-type: none"> • Writers learn from other writers through sharing with one another. • Writers get ideas about new writing from the stories they read • It is important to remember to write from left to right and leave spaces between words. Writers reread their writing, illustrate their writing, and write left to write while leaving words between spaces. Writers make mental images to help them visualize and add to the illustrations for their writing Writers share their own writing to get to know other members of the writing community Writers work with other writers to help improve their own writing skill 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>Teacher Tool-Kit (folder) -Published Small Moment - Small Moment pieces in progress (All teacher made)</p>
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<p>Writers work independently with stamina Writers gather ideas from experiences Writers zoom in on one moment of their lives</p>	<ol style="list-style-type: none"> 1. Writers create an idea booklet that they can refer to for ideas throughout the unit 2. Writers use events from their lives- things they do or things that have happened to them- to write small moment stories. 3. AC:Writers plan what they want to write about before they start writing (touch and tell, How to Write a Story sketch, then write) 4. AC: Writers remember “when you’re done, you’ve just begun”. Writers go back and addHow to Write a Story more to pictures and words. 5. AC: Writers spell by stretching out each word listening for all the sounds and recordingHow to Write a Story what they hear 6. AC: Writers write with focus (watermelon and seed)Ways to Spell Words 7. AC: Writers talk to other writers about their writing, story telling their ideas out loud Watermelon Seed (google this chart) AC: Storytelling with a Partner 8. Writers reread their writing checking that it is clear and “fixing up” as necessary. AC: “Fix UP” “Fancy Up” (google this chart) 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>Starting with lesson 2: Student Narrative Writing Checklist</p>
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Writers bring small moment stories to life	<ol style="list-style-type: none"> 1. Writers bring their stories to life by making their characters move and speak AC: Ways to Being Stories to LIFE! (unfreeze people) 2. Writers bring their stories to life by unfolding the action bit by bit AC: Ways to Being Stories to LIFE! (tell small steps/tell story across your fingers) 3. Writers bring their stories to life by making characters think and feel 4. AC: Ways to Being Stories to LIFE! (bring out the inside) 5. Writers act out their stories with a partner to notice what they need to add Writers use words they know to spell new and more challenging words 6. AC: Ways to Spell Words <p>Writers use punctuation to help readers read it better (capitals/ending marks)</p>	<p>Refer to GETTING READY notes at beginning of each session</p> <p>Student Narrative Writing Checklist</p>
Writers model other authors' work	<ol style="list-style-type: none"> 1. Writers study other authors' craft, seeing what special things the authors do that they can try in their own writing AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other 2. Authors Writers try other author's moves in their own writing, they can try telling the exact actions people do. AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 	<p>Refer to GETTING READY notes at beginning of each session</p>
	<ol style="list-style-type: none"> 3. Writers use other author's craft moves like: big, bold words and different shapes to show the words are important and should be read with a strong voice. AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 4. Writers can find their own mentor authors and try out a new craft AC: Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors 	
Writers revise, edit, check and celebrate their work	<ol style="list-style-type: none"> 1. 2. Writers publish by choosing a story they want to share then they fix it up. 3. Writers make sure their writing is easy to read by using an editing checklist 3. Writers get their books ready for the library by adding titles, detailed pictures and a cover. 4. Writers celebrate! 	<p>Refer to GETTING READY notes at beginning of each session</p> <p>FIG 19-1 Kid-Friendly version of editing checklist</p>

Unit 2: How-To Writing	Grade Level: First	Time Frame: November - December
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<p>Standards:</p> <ul style="list-style-type: none"> • W.1.2, W.7 • SL.1.1 • L.1.1 L.1.2, L.1.5d 	<p>Cross Curricular Connections:</p> <p>Correlates to adopt a tree, 5 senses, balls and ramps units in science • Write about shared class experiences that you've had related to the science curriculum; Seasons and Trees, Balls and Ramps, The 5 Senses.</p>	<p>21st Century Life and Career</p> <p>CRP1 – Act as a responsible and contributing citizen and employee a. Write weekly reflections</p> <p>b. Journaling</p> <p>CRP2 – Apply appropriate academic and technical skills</p> <p>a. Deconstruct skills to publish a book</p> <p>CRP4 – Communicate clearly and effectively and with reason</p> <p>a. Writing community letters</p> <p>b. Practice effective writing</p> <p>CRP6 – Demonstrate creativity and innovation</p> <p>a. Illustration writing pieces</p> <p>b. Verbal presentation of writing pieces</p>
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Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools □

Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Essential Questions:

- How can we learn to do a different kind of writing, so that we use diagrams and words to teach people how to do something, step by step?
- How can we learn ways to make our how to books even better by studying what a published author did in his/her book?
- How can we do a better job of making sure that readers understand what we are saying?

Unit Goals/Enduring Understandings:

- Writers tap into their inner expert
- Writers notice the procedure and steps involved in things they do
- Writers consider their audience as well as their purpose for writing by using mentor texts as models for how-to components
- Writers revise texts, make new texts better and share

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Step-by-step Writing • Generating Topics/Ideas • Use of Transitional Words (First, Next, Then, After That, Last) • Writing to Teach Readers • Think, Touch and Tell, Sketch • Writing Across Pages • Inventive Spelling • Writers Checklist • Revising • Editing: punctuation, comma, capitalization 	<p>Formative Checklist</p> <ul style="list-style-type: none"> • Writing Folder • Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> • Checklist • Conference Notes • Rubric • Writing Folder • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating Alternative 	<p>Structures:</p> <ul style="list-style-type: none"> • Writer’s Workshop • Whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group • Shared Writing • Read aloud 	<p>Writing Process:</p> <ul style="list-style-type: none"> • Generate ideas (Think) • Rehearse (Touch & Tell) • Plan (Sketch) • Write • Revise • Edit • Publish • Celebrate
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	<ul style="list-style-type: none"> • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Folder • STAR 360/MAP 		
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<p>Mentor Texts: Suggested:</p> <ul style="list-style-type: none"> • “How to Potty Train Your Monster”- • “How a House is Built” – Gail Gibbons • “How to Babysit a Grandpa”- • “How to Teach a Slug to Read”- 	<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Writing: “If . . . Then . . .” (p 30- 40) • Units of Study Anchor Chart Notes □ Lucy Calkins <p>Units of Study for Teaching Writing: “If . . . Then”</p> <ul style="list-style-type: none"> - Differentiating instruction for individuals and small groups/conferring; <p>Informational Structure and Cohesion Table (p 79-84)</p>	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student’s interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes
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		<ul style="list-style-type: none"> • Verbal and visual cues regarding directions and staying on task Books on Tape • 	<ul style="list-style-type: none"> • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: How-To Writing	Grade Level: First	Time Frame: November- December
Goals	Suggested Minilessons	Teacher's Notes
Writers notice the procedure and steps involved in things they do	<ol style="list-style-type: none"> 1. Writers create an idea booklet that they can refer to for ideas throughout the unit 2. Writers can teach others through their how-to books AC: How-to anchor chart (google this chart) 3. Writers act out how-to unpack a backpack to show they can teach others how-to do something (shared writing) 4. Writers use transitional and sequential words to show order AC: How-to anchor chart (google this chart) 	<p>Student How-to Writing Checklist</p> <p>Refer to GETTING READY notes at beginning of each session</p>
Writers write in such a way that readers read the text and follow the directions	<ol style="list-style-type: none"> 1. Writers use their idea booklet to choose a "How-To" topic. 2. Writers use transitional and sequential words to show the steps of their topic 3. Writers have partners read their how-to writing and partner acts out the steps 4. Writers have partners read their how-to writing and help decide what can be added or fixed up 5. Writers use punctuation to help readers read it better (capitals/ending marks) 	<p>Refer to GETTING READY notes at beginning of each session</p>
Writers consider their audience as well as their purpose for writing by using mentor texts as models for how-to components	<ol style="list-style-type: none"> 1. Writers make sure every step is there and maintain voice and clarity 2. Writers zoom in to add labels, arrows, speech bubbles to include directions for how to books 	<p>Refer to GETTING READY notes at beginning of each session</p>
Writers revise texts, make new texts better and share	<ol style="list-style-type: none"> 1. Writers publish by choosing a story they want to share then they fix it up. 2. Writers make sure their writing is easy to read by using an editing checklist 3. Writers get their books ready for the library by adding titles, detailed pictures and a cover. 4. Writers celebrate! 	<p>Refer to GETTING READY notes at beginning of each session</p>

Unit 3: Writing Non-Fiction (Information)	Grade Level: First	Time Frame: January - February
<p>Standards:</p> <ul style="list-style-type: none"> • W.1.2, W.1.5, W.1.7, W.1.8 • SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 • L.1.1, L.1.2, L.1.4, L.1.,6 	<p>Cross Curricular Connections: Correlates to Community Unit in Social Studies and Balls and Ramps in science • Students can write how-to books about building a ramp or rolling a ball. • Students can develop a how-to get around town guide for new students.</p>	<p>221st Century Life and Career</p> <p>CRP1 – Act as a responsible and contributing citizen and employee</p> <ul style="list-style-type: none"> a. Write weekly reflections b. Journaling <p>CRP2 – Apply appropriate academic and technical skills</p> <ul style="list-style-type: none"> a. Deconstruct skills to publish a book <p>CRP4 – Communicate clearly and effectively and with reason</p> <ul style="list-style-type: none"> a. Writing community letters b. Practice effective writing <p>CRP6 – Demonstrate creativity and innovation</p> <ul style="list-style-type: none"> a. Illustration writing pieces b. Verbal presentation of writing pieces

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- First grade students will infuse technology into Language Arts by learning to:
- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Essential Questions:

- How can we use writing to teach others?
- What ways can we organize nonfiction books?
- What does it mean to work independently?

Unit Goals/Enduring Understandings:

- Writers can teach others through informational books
- Writers can teach their readers through a variety of chapters
- Writers use all they know to with independence

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Writing Nonfiction Chapter Books • Generating Topics/Ideas • Writing to Teach Readers • Using Nonfiction Text Features • Think, Touch and Tell, Sketch • Writing Across Pages • Inventive Spelling • Writers Checklist • Revising • Editing: punctuation, comma, capitalization 	<p>Formative Checklist</p> <ul style="list-style-type: none"> • Writing Folder • Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> • Checklist • Conference Notes • Rubric • Writing Folder • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Alternative</p> <ul style="list-style-type: none"> • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Folder • STAR 360/MAP 	<p>Structures:</p> <ul style="list-style-type: none"> • Writer’s Workshop • Whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group • Shared Writing • Read aloud 	<p>Writing Process:</p> <ul style="list-style-type: none"> • Generate ideas (Think) • Rehearse (Touch & Tell) • Plan (Sketch) • Write • Revise • Edit • Publish • Celebrate
<p>Mentor Texts: Suggested:</p> <ul style="list-style-type: none"> □ “Sharks” – Anne Scheiber 	<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Writing: Unit 2 “Information” • Units of Study Anchor Chart Notes • FIG. 20-1, 20-2 Student Samples (p 140) Unit 2 “Information” • Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” Differentiating instruction for individuals and small groups/conferring; <p>Informational Structure and Cohesion Table (p 78-84)</p>	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group,

		<ul style="list-style-type: none">• Additional time	
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		<ul style="list-style-type: none"> • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<p>demonstration, individual experimentation</p> <ul style="list-style-type: none"> • Avoid having student copy notes when material is already mastered Curriculum Strategies: • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Writing Non-Fiction (Information)	Grade Level: First	Time Frame: January-February
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Goals	Suggested Minilessons	Teacher's Notes
<p>Writers can teach others through informational books</p>	<ol style="list-style-type: none"> 1. Writers become teachers and teach readers all about a topic we are experts in. We teach one thing and then another. We can use our fingers to help us organize our information. 2. Writers know that before we write a book, we plan how the book will go. We know that we can use our fingers to organize information, but then we can sketch it out on paper. AC- How to Write a Teaching Book 3. Writers who are teachers do more than just plan. Writers think about their students. We ask, <i>Who are we teaching to?</i> Then we think about what kind of questions they may have. This helps us add more to our teaching. AC-How Can I Teach My Readers 4. Writers use illustrations in our teaching books to help teach readers. We understand that these illustrations are different than the ones in picture books because they may be labeled or showing us something in greater detail. AC-How Can I Teach My Readers 5. Nonfiction writers use fancy words to teach others about a topic. We think about the spelling of these fancy words syllable by syllable and do our best to spell based on the sounds we hear AC-How Can I Teach My Readers 	<p>Refer to GETTING READY notes at beginning of each session</p>
	<ol style="list-style-type: none"> 6. Writers need readers to help point out places in our books that may not make sense. These parts may not make sense because of missing words or information or we may have added things that don't belong. 7. Writers take a moment to think about the things we did really well with our books and what things we may still need to work on to make the book the best it can be. 8. Editing- Writers know we need to check for capitalization, punctuation, and spelling. 	

<p>Writers can teach their readers through a variety of chapters</p>	<p>9. Writing books that teach something can be longer than most of the books written so far. Writers create a table of contents to help with organizing all the information in our books.</p> <hr/> <p>10. Writers know that we can use our fingers to help us organize our chapter books the same way we used it when writing our teaching books.</p> <p>11. Writers don't just tell the fact (detail). We also help readers picture the fact so that readers can better understand why it matters. One way we can do this is by using comparisons. AC-How Can I Teach My Readers</p> <p>12. Writers think about what kind of writing we are writing. (Different paper How to and list paper)</p> <p>13. Writers know to add beginnings and endings to our writing. (Introductions and Conclusions)</p> <p>14. Writers pretend to be the reader to fix up our work. We check for mistakes (Revise) AC- Ways to Spell Words</p>	<p>Refer to GETTING READY notes at beginning of each session</p>
<p>Writers use all they know to with independence</p>	<p>15. Writers study tools (charts, published nonfiction books, and other writers) around us to help us write new chapter books or revise old ones. We think to ourselves, <i>How can I try that in my writing?</i></p> <p>AC- How to Write a Teaching Book AC - How Can I Teach My Readers</p> <p>16. Writers research. We look for photographs or pictures that are connected to their topics. We study the pictures closely and then we put into words what we have learned and add it to our writing.</p> <p>AC-How Can I Teach My Readers</p> <p>17. Editing- Using different punctuation marks, periods, question marks, exclamation marks, commas and colons. (Make a punctuation anchor chart)</p> <p>18. Writers use speech bubbles to help give more information. AC-How Can I Teach My Readers</p> <p>19. Writers create an editing checklist to help make revisions in our writing.</p> <p>20. Writers revise, edit, check and celebrate their work (Fix up and Fancy)</p>	<p>Refer to GETTING READY notes at beginning of each session</p>

Unit 4: Opinion Writing	Grade Level: First	Time Frame: March - April
Standards: <ul style="list-style-type: none"> • W.1.3 • SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 • L.1.1, L.1.2, L.1.4, L.1.6 	Cross Curricular Connections: Correlates to Community Unit in Social Studies and Balls and Ramps in science • Create a family album all about a student’s family • Create a community guidebook all about Sussex County, NJ • Create a school guidebook all about their school.	21st Century Life and Career CRP1 – Act as a responsible and contributing citizen and employee <ul style="list-style-type: none"> a. Write weekly reflections b. Journaling CRP2 – Apply appropriate academic and technical skills <ul style="list-style-type: none"> a. Deconstruct skills to publish a book CRP4 – Communicate clearly and effectively and with reason <ul style="list-style-type: none"> a. Writing community letters b. Practice effective writing

		CRP6 – Demonstrate creativity and innovation <ul style="list-style-type: none"> a. Illustration writing pieces b. Verbal presentation of writing pieces
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually		ily and collaborate and to create and

communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools □
- Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we make judgments/critique about a topic or item? • How can we persuade readers with our reviews? 		<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Writers convey opinions that critique their own collections • Writers use thoughtful ideas in persuasive reviews • Writers express opinions about books read through thoughtful persuasive reviews 	
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Opinion Pieces <ul style="list-style-type: none"> - Collection • Critique - Persuasive • Review <ul style="list-style-type: none"> - Book Review • Think, Touch and Tell, Sketch • Writing Across Pages • Inventive Spelling • Writers Checklist • Revising • Editing: punctuation, comma, capitalization 	<p>Formative Checklist</p> <ul style="list-style-type: none"> • Writing Folder • Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> • Checklist • Conference Notes • Rubric • Writing Folder • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating Alternative 	<p>Structures:</p> <ul style="list-style-type: none"> • Writer’s Workshop • Whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group • Shared Writing • Read aloud 	<p>Writing Process:</p> <ul style="list-style-type: none"> • Generate ideas (Think) • Rehearse (Touch & Tell) • Plan (Sketch) • Write • Revise • Edit • Publish • Celebrate

	<ul style="list-style-type: none">• Published Work• Post workshop Share of Skills and Strategies• Writing Celebrating Benchmark <ul style="list-style-type: none">• Writing Folder• STAR 360/MAP		
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<p>Mentor Texts: “Click-Clack Moo” “The Day the Crayons Quit” “Don’t Let the Pigeon Stay Up Late” – Mo Williams Suggestion: “I Wanna Iguana” – “Spoon”-</p>	<p>Resources:</p> <ul style="list-style-type: none"> Lucy Calkins Units of Study for Teaching Writing: Unit 3 “Opinion” Units of Study Anchor Chart Notes □ FIG. 17-1, 17-2, 18-1, 18-2, 18-3 Student Samples (p 139-145) Unit 3 “Opinion” Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” Differentiating instruction for individuals and small groups/conferring; Opinion Structure and Cohesion Table (p 85-90) 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> Small group/One to one Additional time Review of directions Student provides oral responses Quiet space to calm down/relax Preferential seating Reduction of distractions Follow a routine/schedule Teach time management skills Verbal and visual cues regarding directions and staying on task Rest breaks Immediate feedback Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> Small group/One to one Large print textbooks Additional time Student provides oral responses Assistance in maintaining uncluttered space Alternate quiet and active time Preferential seating Reduction of distractions Follow a routine/schedule Teach time management skills Verbal and visual cues regarding directions and staying on task Space for movement and breaks work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> Support with graphics Tiered Vocabulary Dictionary, Native lang to English Additional time Review of directions Support auditory presentations with visuals Hands-on activities Verbal and visual cues regarding directions and staying on task 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> Small group/One to one Student restates information Concrete examples Assistance in maintaining uncluttered space Alternate quiet and active time Quiet space to calm down/relax Preferential seating Reduction of distractions Follow a routine/schedule Teach time management skills Varied choice of activity Peer mentor Checklists Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation Avoid having student copy notes when material is already mastered Curriculum Strategies: Provide opportunities for open-ended, self-directed activities Provide instruction in research skills needed to conduct an independent study in student’s interest area Provide independent learning opportunities Use advanced supplementary/reading materials Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> Use a Study Contract for student to achieve outcomes
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		<ul style="list-style-type: none"> Books on Tape 	<ul style="list-style-type: none"> Use a Learning Log for independent or outside learning Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> Provide fewer drill and practice activities when material is learned Give student choices of activities in learning the content Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of library
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Unit Title: Opinion Writing	Grade Level: First	Time Frame: March-April
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Goals	Suggested Mini lessons	Teacher's Notes
Writers convey opinions that critique their own collections	<ol style="list-style-type: none"> 1. People who know a lot about a something, like a collection, think about what is their favorite. Writers write about it and even try to convince others to like it, too. WE give reason why to support our opinions. CP- Judge Fairly 2. Writers give a couple of examples why we feel a certain way about something. We say things like, <i>For example, ...or I think because.....</i> Phrases like that help us to add details to our writing. CP- Convince Your Reader 3. Writers know it is important to know the kind of writing we are creating. We use checklists to help us stay organized and to think about what we are really trying to do. (Opinion Checklist) 	Refer to GETTING READY notes at beginning of each session
	<ol style="list-style-type: none"> 4. Writers don't always agree. We can agree or disagree and both are ok. When we don't agree with someone we write down why and give backup reasons to support it. CP- Convince Your Reader 5. Optional- Awarding prizes 6. Writers use lots of strategies to help convince readers of their opinion. One way they may do this is by using a quote that someone else has written. CP- Convince Your Reader 7. Writers edit and publish our work 	

<p>Writers use thoughtful ideas in persuasive reviews</p>	<p>8. Writers write reviews about different things to help convince others. AC-Think Outside the Box</p> <p>9. Writers use voice that talks write to their readers in our reviews. We can do this by explaining what our topic is, where to find it and when to go. AC-Important Information AC-Think Outside the Box</p> <p>10. Writers sometimes compare their work with other work. We think about how our topic is better or worse than others and we use this in our writing. (ex. Compare vanilla to chocolate)</p> <p>11. Writers use introductions to hook their readers. One way we can do this is by talking to our reader right from the start and <u>ask a question in our introduction.</u></p> <p>12. Writing partners can work together to give each other writing checkups. WE can use editing checklist to make sure our partner’s piece is easy to read. If we see something we can help fix it up, or write a note giving our partner ways they can make their writing better.</p> <p>13. Anthology Celebration- optional-Celebration</p>	<p>Refer to GETTING READY notes at beginning of each session</p>
<p>Writers express opinions about books read through thoughtful persuasive reviews</p>	<p>14. Writers write reviews on books we have read to convince or recommend other readers to read that title.</p> <p>15. Writers give sneak peek summaries in their reviews, but don’t give too much information on the book. We make the reader curious about the book without spoiling it. We can do this by giving a little bit of information and follow up with a question.</p> <p>16. Writers check our work to make sure their sentences are just right and not too long or too short. We make sure we use the right punctuation to break up the sentences.</p> <p>17. Writers use a checklist to make sure their writing is a strong as it could be by checking every part of our writing.</p> <p>18. Celebrate!</p>	<p>Refer to GETTING READY notes at beginning of each session</p>

Unit 5: Realistic Fiction	Grade Level: First	Time Frame: May- June
<p>Standards:</p> <ul style="list-style-type: none"> • W.1.3, W.1.8 • SL.1.1, SL.1.2, SL.1.4, SL.1.6 • L.1.1, L.1.2, L.1.4, L.1.6 	<p>Cross Curricular Connections: Correlates to adopt a tree, 5 senses, balls and ramps, chick and ants units in science • Write about topics being studied in science class: trees and seasons, the five senses, balls and ramps, chicks, and ants.</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools □ Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Essential Questions:

- How can we write realistic fiction?
- How can we build strong characters?
- How can we extend our characters through a series?

Unit Goals/Enduring Understandings:

- Writers use pretending, dialogue and feeling to write realistic fiction
- Writers introduce characters, setting, develop dialogue and include a problem and solution
- Writers write more than one story about a character in their series

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> □ Realistic Fiction Writing: <ul style="list-style-type: none"> - Characters - Setting - Plot - Problem/Solution - Dialogue • Revising <ul style="list-style-type: none"> - Editing 	<p>Formative Checklist</p> <ul style="list-style-type: none"> • Writing Folder • Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> • Checklist • Conference Notes • Rubric • Writing Folder • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Alternative</p> <ul style="list-style-type: none"> • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating 	<p>Structures:</p> <ul style="list-style-type: none"> • Writer's Workshop • Whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group • Shared Writing • Read aloud 	<p>Writing Process:</p> <ul style="list-style-type: none"> • Generate ideas (Think) • Rehearse (Touch & Tell) • Plan (Sketch) • Write • Revise • Edit • Publish • Celebrate
	<p>Benchmark</p> <ul style="list-style-type: none"> • Writing Folder • STAR 360/MAP 		

<p>Mentor Texts: Suggested:</p> <p>“Knuffle Bunny”- Mo Williams</p> <p>“When the Relatives Came” – Cynthia Rylant</p> <p>“Kitchen Dance” – Maurie J. Manning</p> <p>“Owl Moon”</p> <p>“Peter’s Chair”</p> <p>“Short Cuts”</p> <p>“Fire Flies”</p> <p>“Big Mama’s”</p> <p>A Chair for My Mother”</p> <p>“Too Many Tamales”</p> <p>“Amazing Grace”</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Writing: Unit 4 “Realist Fiction” • Units of Study Anchor Chart Notes <ul style="list-style-type: none"> □ Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” • Differentiating instruction for individuals and small groups/conferring 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student’s interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning
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			<ul style="list-style-type: none"> ● Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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Unit Title: Realistic Fiction	Grade Level: First	Time Frame: May- June
Goals	Suggested Minilessons	Teacher's Notes
Writers will use pretending, dialogue and feeling to write realistic fiction	<ol style="list-style-type: none"> 1. When writers write realistic fiction, we can imagine a pretend character. WE can imagine where the character is, what the character does, and the problem the character might run into. We can tell the story across our fingers to help organize it. AC-How to Writer Realistic Fiction 2. Writers take charge of our own writing and we give ourselves goals. We think about what we need to do next. We whisper to ourselves what steps we need to take next. 3. Writers know that readers enjoy happy endings. Writers give readers happy ending by telling about what happened to their character. We tell how the character solved the problem he/she was facing. 4. Writers know to use fancy words in our stories to keep the readers interest. We use strategies to help us remember how to spell those fancy words. AC- Ways to Spell Words 5. Writers use a narrative writing checklist to make sure our writing is where it needs to be. 	
Writers introduce characters, setting, develop dialogue and include a problem and solution	<ol style="list-style-type: none"> 6. Writers sometimes create characters we really like and stick with them. One way we can do this is by writing more than one story with the same character. This is called writing stories in a series. AC- How to Write Series Books 7. Writers who write in a series give a lot of information about the character in the very first book. This helps the reader understand the character better. 8. Writers use dialogue in our stories to show the characters speaking to each other just like in real life. 9. Writers fancy up their books. We can do this by getting ideas from other authors we like and see what kinds of things they do in their book that we may want to try in our own. 10. Writers celebrate! 	

<p>Writers will write more than one story about a character in their series</p>	<ol style="list-style-type: none">11. Writers study ways to make our writing more real. One way we do this is asking ourselves, what about this writing makes it feel real.12. Writers use pictures to show readers what is happening in the story by adding lots of realistic details to their story so that readers can picture it, too.13. Fiction writers include chapters in our books. We can do this by splitting our stories into three parts: beginning, middle and end14. Writers use patterns to help stretch out our writing.15. Writers publish and celebrate our writings (BEND IV)	
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Unit 5: Poetry	Grade Level: First	Time Frame: May- June
<p>Standards:</p> <ul style="list-style-type: none"> • W.1.1, W.1.2, W.1.3, W.1.5, W.1.5 • SL.1.4, SL.1.5 	<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • Students can draw from and write about school experiences which occurred over the school year in any subject • Write a research essay about a curriculum topic in science or social studies. • Students will write opinion essays about books from reading • Students will write opinion essays about topics from science, social studies, and math • Set a historical fiction piece in a time period being studies in social studies. • Include scientific principals in the fantasy story. 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

First grade students will infuse technology into Language Arts by learning to:

- Use basic technology terms in the proper context in conversation
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools □ Use the internet to explore a problem or issue.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

First grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Essential Questions:

- What can we learn about poems and songs by reading them? •
How do we write our own songs and poetry by studying rhythm? □
How can we write meaningful songs and poems?

Unit Goals/Enduring Understandings:

- Writers will read and reread poems and songs noticing characteristics of the genre and the author's purpose
- Writers will study the rhythm and voice of songs and poetry to help them write their own
- Writers will write meaningful songs and poems

<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Exploring Songs and Poems • Poetry Writing • Song Writing • Author's Purpose • Rhythm and Voice • Poetry Genre • Acrostic • Rhyme and Repetition • Imagery • Alliteration • Free Verse • Revising • Editing 	<p>Formative</p> <p>Checklist</p> <ul style="list-style-type: none"> • Writing Folder • Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> • Checklist • Conference Notes • Rubric • Writing Folder • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Alternative</p> <ul style="list-style-type: none"> • Published Work • Post workshop Share of Skills and Strategies • Writing Celebrating <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Folder • STAR 360/MAP 	<p>Structures:</p> <ul style="list-style-type: none"> • Writer's Workshop • Whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group • Shared Writing <p>• Read aloud</p>	<p>Writing Process:</p> <ul style="list-style-type: none"> • Generate ideas (Think) • Rehearse (Touch & Tell) • Plan (Sketch) • Write • Revise • Edit • Publish • Celebrate
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<p>Mentor Texts: Suggested: Mentor Texts: Suggested: “Honey, I Love The” “Do You See What I See?”</p> <p>Shel Silverstien Books Jack Prelutsky Current Pop Music</p> <p>“If . . . Then” Text reference guide (p 17-18)</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” (p 16- 29) • Units of Study Anchor Chart Notes 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p>
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		<ul style="list-style-type: none"> • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Poetry		Grade Level: First	Time Frame: June
Goals	Suggested Minilessons		Teacher's Notes
Writers will read and reread poems and songs noticing characteristics of the genre and the author's purpose	<ul style="list-style-type: none"> • Writers understand that we can use familiar poems as mentor texts • Writers understand that poetry is a way to communicate in sensory images about everyday life • Writers know that there are different kinds of poems • Writers know that not all poems follow a rhyming pattern 		
Writers will study the rhythm and voice of songs and poetry to help them write their own	<ul style="list-style-type: none"> • Writers understand poetry as a unique way to communicate about and describe thoughts and feelings • Writers understand that poems can be created from other kinds of text 		
Writers will write meaningful songs and poems	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Writers notice and use language that "sound like" a poem Writers understand the way print and space work in poems and use this knowledge when writing our own poems 		