

**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade 1**

**Pacing Chart/Curriculum MAP**

**Key: Careers Technology Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Small Moments Writing With Focus, Detail, And Dialogue	<b>Pacing:</b>	45 days
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**Unit Summary:** Students are encouraged to write about small moments, and this level of focus enables them to write with detail, including showing a character's small actions, dialogue, and internal thinking. Children produce lots and lots of Small Moment stories and move with independence through the writing process: choosing an idea, planning their writing by sketching stories across the pages of a booklet, storytelling repeatedly until the story feels just right, and revising to bring more detail and life to the stories.

**Objectives:****Bend 1**

- Students will be able to understand and demonstrate procedures and routines of Writing Workshop.
- Students will use pictures or words to tell about something they know.
- Students will write or draw independently for 20 minutes.
- Students will recognize self as a writer and the class as a community of writers.
- Students will understand the concept of working independently as a writer/problem solver.
- Students will brainstorm solutions to individual/group problems.
- Students will continue to understand what it means to participate in the writing process.
- Students will call to mind what they say, then put that onto the page.

- Students will understand stretching out words to write them and using the word wall as a writing tool.
- Students will use events from their lives to write Small Moments stories.
- Students will plan for writing a story.
- Students will use “How to Write a Story” chart.
- Students will draw/share events to go with the Small Moment idea.
- Students will begin to write more productively.
- Students will plan what to write about before starting to write.
- Students will touch and tell upcoming events in a story.
- Students will sketch with invisible pens.
- Students will write the story by planning across the page.
- Students will set up for ongoing writing.
- Students will organize materials and roles of table monitors.
- Students will use pictures to help add word to tell their story.
- Students will reread and revise.
- Students will revise by adding more using, Who? What? Where? When? How?.

- Students will revise with revision strips.
- Students will spell by stretching out each word.
- Students will listen for all sounds and record what they hear.
- Students will plan for small group instruction.
- Students will use the word wall to write words and check spelling.
- Students will share ways to spell words.
- Students will write with a focus.
- Students will focus on small moments.
- Students will rehearse the story by touching and telling across the pages of an imaginary booklet.
- Students will identify seed stories inside watermelon topics.
- Students will write an ending.
- Students will plan with a writing partner.
- Students will ask questions to help understand more of a story.
- Students refer to the “Storytelling with a Partner” chart.
- Students will refer to the “How to Write a Story” chart.
- Students will work in small groups /partners.
- Students will add to writing by imagining the questions that a partner might ask.
- Students will reread to make sure writing is clear and makes sense for other readers.
- Students will use spelling strategies.
- Students will set up a museum to share and celebrate writing.
- Students will set new goals.

## Bend 2

- Students will bring stories to life by making characters move or speak.
- Students will use dialogue.
- Students will create a “Ways to Bring Stories to Life.
- Students will add quotation marks to places where people are speaking.
- Students will use intonation to make dialogue come to life .

- Students will identify and list “craft” moves by mentor author on a chart.
- Students will give examples of “craft moves”.
- Students will discover a craft move to emulate and try it out in their own writing.
- Discover a craft move to emulate and try it out in their own writing.
- Students will bring stories to life by unfolding the actions bit by bit.
- Students will tell stories in small steps.
- Students will construct a detailed story.
- Students will capture stories and tell them across the fingers.
- Students will bring stories to life by making the characters think and feel.
- Students will use drama to bring stories to life.
- Students will use familiar words to spell new words.
- Students will problem solve an unknown word by making connections to another word.
- Students will write word part by part.
- Students will edit stories with capitals and end marks to help readers.
- Students will study a story to learn ways the author makes it special.

- Students will write words big, bold, and different shapes to show importance.
- Students will revise a story and use “pop out” words.
- Students will reread a story with expression.

### Bend 3

- Students will study a story to learn ways the author makes it special.
- Students will give examples of “pop out” words.
- Students will find their own mentor author to study what that author has done.
- Students will reread a story with expression.
- Students will be able to edit for punctuation, spelling, commas, capitals, and word choices.
- Students will be able to provide feedback to peers.
- Students will be able to use mentor authors to learn about precise, beautiful language.
- Students will be able to reflect upon writing goals.
- Students will use a “craft move”.
- Students will emulate the techniques an author has used.
- Students will choose a piece to publish.
- Students will revise a selected writing piece.
- Students will share revised work.
- Students will edit writing using a checklist.
- Students will apply spelling and conventions.
- Students will reread and share story with a partner.
- Students will publish a piece using a title, detailed pictures, and a cover.
- Students will write a back-of -the-book blurbs.
- Students will practice reading stories aloud, focusing on expression.
- Students will use a “storytelling voice”.
- Students will share writing pieces.
- Students will reflect upon learning of writing.
- Students will offer positive feedback.

**Essential Questions:**

What are the procedures and expectations of the Writing Workshop and why are they important for writers?

How do writers use written language/drawings to represent stories?

What does writer's workshop look and sound like?

What do writers do?

**Common Core State Standards/Learning Targets:**

**Bend 1**

W.K.2;RI.K.1, RI.K.2; SI.K.1, SI.K.4, SI.K.5; L.K.1,L.K.2, W.K.5; RFS.K.1, RFS.K.2,RFS.K.3, S.I.K.1,RL.K.1, SI.K.6,  
L.K.2.e,W.1.3, W.1.8, RL.1.1, SL.1.1, SI.1.4, SL.1.5L.1.1, L.1.2, W.1.3, W.1.5, RL.1.7, RFS.1.1, RFS1.3, SI.1.4,  
SI.1.5, L.1.1, L.1.2, RFS.1.2, RFS1.2, W.13, W.2.3, SI1.1, SI1.2, SI1.3, L.1.2.d,e

**Bend 2**

W.1.3, W.1.5, RL.1.1, SI.1.1, SI.1.4, SI.1.5, L.1.1, L.1.2, W.2.3, RL.1.3, RL1.4, SI.1.1, L.1.5c,d, W.1.7, RL1.1, RL.1.4, L.1.6RFS.1.4RFS.1.2, RFS.1.3, L.1.2.d,e, RFS.1.4.a,b

**Bend 3**

W.1.3, RL1.1, RL1.4, SI.1.1, L.1.1, L.1.2b, d, e, W.1.5, RFS.1.1, RFS.1.4, SI.1.2,, SI.1.3, SI.1.4, SI.1.5, W.1.6, RFS.1.4b, W.1.2, RL.1.2, RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4,RFS.1.5,RI.1.1, RI.1.2, RI.1.4, RI.1.5

Other standards covered: [K-2-ETS1-1](#), [1-PS4-2](#), [1-PS4-1](#), [1-PS4-3](#), [1-PS4-4](#), [1-ESS1-1](#), [1-ESS1-2](#), [1-LS3-1](#), [1-LS1-1](#), [8.1](#), [8.2](#), [9.2.4.A.1](#), [9.2.4.A.4](#)

<b>Overview of Activities</b>	<b>Teacher’s Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<p><b><u>Bend 1</u></b>  <b>Session 1</b>-Understand procedures and routines of Writer’s Workshop  <b>Session 2</b>-Understand procedures and routines of Writer’s Workshop, Use pictures or words to tell about something they know, Write/draw independently for 20 minutes, Recognize self as a writer and the class as a community of</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>- “A Guide to the Common Core Writing Workshop” (Ch.5)  <b>Session 2</b>- “A Guide to the Common Core Writing Workshop” (Ch.5)  <b>Session 3</b>- “A Guide to the Common Core Writing Workshop”  <b>Session 4</b>- “A Guide to the Common Core Writing Workshop”</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>-Paper, pencil, crayons, markers  <b>Session 2</b>-Paper, pencil, crayons, markers  <b>Session 3</b>-Paper, pencil, crayons, markers, chart paper</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Chromebooks</li> </ul>

writers.

**Session 5-** “A Guide to the Common

writers.	<b>Session 5-</b> “A Guide to the Common		
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<p><b>Session 3</b>-Understand the concept of working independently as a writer/problem solver. Brainstorm solutions to individual/group problems.</p> <p><b>Session 4</b> -Writers continue to understand what it means to participate in the writing process. Writers call to mind what they want to say, then put that onto the page.</p> <p><b>Session 5</b>-Writers will understand stretching out words to write them and using the word wall as a writing tool.</p> <p><b>Session 6</b> Use events from their lives to write Small Moment stories. Plan for writing a story. Use “How to Write a Story” chart. Draw/share events to go with the Small Moment idea. Channel children toward writing productively (conferring).</p> <p><b>Session 7</b>- Plan what to write about before starting to write. Touch and tell upcoming events in a story. Sketch with invisible pens. Write the story by planning across the page. Set up for ongoing writing. Organize materials and roles of table</p>	<p>Core Writing Workshop” (Ch.5)</p> <p><b>Session 6</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 7</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p>“Launching the Writing Workshop” (pages 33-40, Gr. K)</p> <p><b>Session 8</b>-“Small Moments Writing With Focus, Detail, and Dialogue”</p> <p>“Improving Narrative Writing”</p> <p><b>Session 9</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p>“Improving Narrative Writing”</p> <p><b>Session 10</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 11</b>-“Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 12</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 13</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Bend 2</b></p> <p><b>Session 14</b>- “Small Moments Writing With Focus, Detail, and</p>	<p><b>Session 4</b>-Two-pocket folders with red/green stickers, date stamp</p> <p><b>Session 5</b>-Paper, pencil, crayons, markers, chart paper, two-pocket folders with red/green stickers, date stamp, rubber bands to stretch out words</p> <p><b>Session 6</b>-Paper, pencil, crayons, markers, chart paper, two-pocket folders with red/green stickers, date stamp, word wall, rubber bands, “How to Write a Story Chart”, <u>Night of the Veggie Monster</u></p> <p><b>Session 7</b>-Paper, pencil, crayons, markers, chart paper, two-pocket folders with red/green</p>	
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<p>monitors. <b>Session 8</b>-Use pictures to help add words to tell their story. Reread and</p>	<p>Dialogue” <b>Session 15</b>- “Small Moments Writing With Focus, Detail, and Dialogue” <b>Session 16</b>- “Small Moments Writing With Focus, Detail, and Dialogue” <b>Session 17</b>- “Small Moments Writing</p>	<p>stickers, date stamp, word wall, rubber bands, Narrative Checklist, “Writers Touch, Tell ,and</p>	
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<p>revise. Revise by adding more using, Who? What? When? Where? How? Revise with sentence strips.</p> <p><b>Session 9</b>-Spell by stretching out words. Listen for all sounds and record what they hear. Plan for small group instruction. Use the the word wall to write words and check spelling. Share ways to spell words.</p> <p><b>Session 10</b>- Write with a focus. Focus on Small Moments. Rehearse the story by touching and telling across the pages of an imaginary booklet. Identify seed stories inside watermelon topics. Write an ending.</p> <p><b>Session 11</b>-Plan with a writing partner. Ask questions to help understand more of a story. Refer to the “Storytelling with a Partner” chart.Refer to the “How to Write a Story” chart. Channel partners and small groups to increase support. Add to writing by imagining the questions your partner might ask.</p> <p><b>Session 12</b>-Reread to make sure writing is clear and makes sense for other readers. Use spelling</p>	<p>With Focus, Detail, and Dialogue”</p> <p><b>Session 18</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 19</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Bend 3</b></p> <p><b>Session 20</b>- “Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 21</b>-“Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 22</b>-“Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 23</b>-“Small Moments Writing With Focus, Detail, and Dialogue”</p> <p><b>Session 24</b>-“Small Moments Writing With Focus, Detail, and Dialogue”</p>	<p>Sketch, then Write”</p> <p><b>Session 8</b>- “Owl Moon”, small moment ideas, writing folders</p> <p><b>Session 9</b>- “Owl Moon”, small moment ideas, writing folders, Post-Its notes, stapled booklet for writing, “When You’re Done, You Have Just Begun”</p> <p><b>Session 10</b>-Writing folders, tools for revision such as revision strips and flaps, scissors, tape, and stapler, white boards, markers, erasers, “Ways to Spell Words ” Chart</p> <p><b>Session 11</b>- Writing folders, small moment notebook,</p>	
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<p>strategies. Set up a museum to share and celebrate writing. Set new goals.</p>		<p>copies of narrative writing checklist, velcro, construction paper, <u>The Relatives Came</u> by Cynthia Rylant, <u>Night of the Veggie Monster</u></p>	
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<p><b><u>Bend 2</u></b></p> <p><b>Session 13-</b> Bring stories to life by making characters move or speak. Use dialogue. Create a “Ways to Bring Stories to Life” chart. Add quotation marks to place where people are speaking. Use information to make dialogue come to life.</p> <p><b>Session 14-</b> Notice craft moves in stories read and transfer to own stories.</p> <p><b>Session 15-</b>Bring stories to life by unfolding the actions bit by bit. Tell stories in small steps. Construct a detailed story. Capture stories and tell them across your fingers.</p> <p><b>Session 16 -</b> Bring stories to l by making the characters think and feel special. Identify and list “craft” moves by a mentor author on a chart. Give examples of “craft moves” in their writing.</p> <p><b>Session 17</b> Discover a craft move to emulate and try it out in their own writing.</p> <p><b>Session 18</b> Give examples of “pop-out words”. Write words big,</p>		<p>by Minster</p> <p><b>Session 12-</b>Child’s name tag, blank booklet,  “Storytelling with a Partner”  chart,”How to Write a Story” chart</p> <p><b>Session 13-</b> ”If You’re Happy and You Know It song, shared class stories, sticky notes,  “Learning Craft Moves from Mentor/Author”  chart, blank booklets</p> <p><b><u>Bend 2</u></b></p> <p><b>Session 14-</b> “The Itsy Bitsy Spider” song,  “Ways To Bring Stories to Life”  chart, <b>Session 15-</b>  Writing folders, tools for writing, chart-  “Learning Writing</p>	
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<p>bold, and different shapes to show writers craft moves.</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 19</b> Use drama to bring stories</p>		<p>Moves for our Favorite Authors”</p> <p><b>Session 16-</b></p> <p>Writing folders, tools for writing, chart-“Learning Writing</p>	
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<p>to life.</p> <p><b>Session 20</b> Use familiar words to spell new words. Problem solve an unknown word by making connections to another word. Write words part by part.</p> <p><b>Session 21</b> Edit stories with capitals and end marks to help readers.</p> <p><b>Session 22-</b> Study a story to learn ways the author shows importance. Revise a story and use “Pop out” words. Reread a story with expression.</p> <p><b><u>Bend 4</u></b></p> <p><b>Session 23</b> Find their own mentor author to study what that author has done. Use “craft moves”. Emulate the techniques an author has used.</p> <p><b>Session 24-</b> Choose a piece to publish. Revise selected writing piece. Share revised work.</p> <p><b>Session 25-</b> Edit writing using checklist. Apply spelling and conventions. Reread and share story with a partner.</p> <p><b>Session 26-</b> Publish a piece</p>		<p>Moves for our Favorite Authors”</p> <p><b>Session 17-</b> Stories, narrative writing checklist</p> <p><b>Session 18-</b> Writing folders, “Owl Moon”</p> <p><b>Session 19-</b> Writing folders</p> <p><b><u>Bend 3</u></b></p> <p><b>Session 20-</b> Writing folders, tools for writing, enlarges version of mentor text</p> <p><b>Session 21-</b> Writing folders, tools for writing, chart-”How to Learn from a Mentor Text”</p> <p><b>Session 22-</b> personal student text, new writing piece</p> <p><b>Session</b></p>	
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<p>using a title, detailed pictures, and a cover. Write a back-of-the-book blurbs. Practice reading stories aloud,</p>		<p><b>23-</b>Writing folders, narrative writing checklist <b>Session 24-</b> Student published writing projects</p>	
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<p>focusing on expression. Use a “storytelling voice”. <b>Session 27</b> Celebration share writing pieces. Reflect upon learning of writing. Offer feedback. Reteaching</p>			
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
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*Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.*

- Suggested activities to assess student progress:**
- **Self-reflections**
  - **Teacher-student conferences**
  - **Teacher Observations**
  - **Students' published pieces**
  - **Rubric**
  - **Anecdotal Notes**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Final Assessment/Benchmark/Project:**  
**Completed narrative piece of student's choice. The choice piece must follow from beginning to final steps of the writing process.**

**Suggested skills to be assessed:**

*Overall-Did student write about one time he/she did something? Lead-Did student write a good beginning and chose a way to start his/her story?*

*Transitions-Did the student tell the story in order by using words such as when, then, and after*

*Ending-Did the student make a good ending?*

*Elaboration-Did the student bring the characters to life with details, talk, and actions*

*Craft-Did the student choose strong words that would help readers picture his/her story?*

*Punctuation-Did the student use punctuation marks correctly?*

*Spelling- Did the student use words from the word wall and spelled them correctly? Did the student stretch words out and apply correct letter sounds?*

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> </ul>

<p>instructions</p> <ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1, 2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments. <ul style="list-style-type: none"> <li>● Allow students to utilize online books, when available, to listen to or recorded reading.</li> </ul> </li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary. <ul style="list-style-type: none"> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> </ul> </li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments. <ul style="list-style-type: none"> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> </ul> </li> </ul>	<p>communications for parents in native language</p> <ul style="list-style-type: none"> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJ DOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>• Provide reading material at or slightly above students'</li> </ul>			
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<p>reading levels.</p> <ul style="list-style-type: none"> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul>			
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**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade 1**

**Pacing Chart/Curriculum MAP**

**Key:** Careers Technology Interdisciplinary Studies

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Non-fiction Chapter Books	<b>Pacing:</b>	45 days
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**Unit Summary:** This unit prepares children to write information texts of all sorts across this year's curriculum. The unit is foundational and helps children write informational text through cross-curricular writing. The students will become much more skilled at reading information books once they have an insider's perspective on how to structure this kind of writing by themselves. They will write lots of information books about different topics.

**Objectives:** Students will write about a topic  
Students will organize information.  
Students will write using a teaching voice.  
Students will use fingers to demonstrate how a graphic organizer works.  
Students will review information using the Writing Checklist from Kindergarten.  
Students will plan what they are going to say.  
Students will tell information across their fingers, stretching, and then writing.  
Students will assess their own writing.  
Students will visualize who the reader will be.  
Students will elaborate using "twin sentences".  
Students will add information using tape and arrows.  
Students will illustrate teaching books.

**Essential Questions:**  
Where can I find information?  
How can I organize my information?  
How can I share what I've learned?

**Common Core State Standards/Learning Targets:**

**Bend 1**

W.1.2, W.1.5, W.1.7, RI.1.1, RFS.1.1, SI.1.1, SI.1.4, SI.1.5, SI.1.6; L1.1, L.1.2, RI.1.6, RI.1.6, RI.1.7, SI.1.4,W.2.2,RI.1.1, RL.1.4, SI.1.2, SI.1.3,L.1.2, L.1.6, L.1.5a, RFS.1.2.b,c,d, L.1.2, RI.1.2, RI.1.5, RFS.1.2,RFS.1.3

**Bend 2**

W.1.2, W.1.5, W.1.7, RI.1.1, RFS.1.1, SI.1.1, SI.4, SI.1.5, SI.1.6; L1.1, I.1.2, RI.1.6, RI.1.6, RI.1.7, W.2.2,RI.1.1, RL.1.4, SI.1.2, SI.1.3,L.1.2, L.1.6, L.1.5a, RFS.1.2.b,c,d, L.1.2, RI.1.2, RI.1.5, RFS.1.2,RFS.1.3, L.1.1g, R.I.1.1, RI.1.2, RI.1.10, RFS.1.4, I.1.1.d, g, I.1.2.c,d,e

**Bend 3** W.1.2, W.1.5, RI.1.1, RI.1.5, W.1.7, SI.1.1, SI.1.4, SI.1.5, SI.1.6, L1.1, L.1.2, W.1.6, W.1.8, RI.1.10, SI.1.2, RFS.1.4, RFS.1.2, RFS.1.3 L.1.2

Other Standards Covered: [K-2-ETS1-1](#), [1-PS4-2](#), [1-PS4-1](#), [1-PS4-3](#), [1-PS4-4](#), [8.1](#), [8.2](#), [9.2.4.A.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b>Bend 1</b>  <b>Session 1</b> Write about a topic. Organize information. Use a teaching vice. Use fingers to demonstrate how a graphic organizer works. Review an Information Writing Checklist from Kindergarten.  <b>Session 2</b> Plan what you are going to say. Tell information across their finger, stretching, and then writing. Assesses own writing.  <b>Session 3</b> Visualize who the reader will be. Elaborate using “twin sentences”. Add information using</p>	<p><b>Bend 1</b>  <b>Session 1</b> Writers Get Ready to Write by Teaching All About a Topic  <b>Session 2</b> Writers Tell Information across Their Fingers, Sketch, then Write  <b>Session 3</b> Writers Keep Readers in Mind, Writing to Answer Their Questions  <b>Session 4</b> Nonfiction Writers Teach with Pictures as Well as Words  <b>Session 5</b> Being Brave Enough to Spell Domain-Specific Words  (Spelling Fancy Word)</p>	<p>Demonstration text  Class story  Blank writing booklets  “Information Writing Checklist” Grade 1 and 2 (Anchor chart) copies for each student  red and green post its  Index cards  Mentor text  Student writing folders  “Information Writing Checklist:Grade 1 and 2 (Anchor chart)</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• Chromebooks</li> </ul>
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<p>tape and arrows.</p> <p><b>Session 4</b> Illustrate teaching books. Compare first and most recent books. Explore questions. Investigate photographs in mentor text, <b>Sharks!</b> Use diagrams and labels to teach. <b>Session 5</b> Spell challenging and expert words that go with the topic. <b>Session 6</b> Revise by adding more details or subtract details. Reread a student’s teaching book to clarify stories. Teach about your topic. <b>Session 7</b> Self-evaluate writing. Set goals to become a better writer. Share goals. and revised teaching books with a partner. <b>Session 8</b> Apply editing for spelling, capitals, and punctuation.</p> <p><b>Bend 2</b></p> <p><b>Session 9</b> Learn how a chapter book is set up including a table of contents. Investigate the title page and table of contents. Make a table of contents - list subtopics. Set up a museum walk. <b>Session 10</b> Plan individual chapters. Write a chapter. Practice planning a second chapter. Use labels.</p>	<p><b>Session 6</b> Nonfiction Writers Use Readers to Help Them Add and Subtract</p> <p><b>Session 7</b> Taking Stock: Self-Assessing and Setting Goals</p> <p><b>Session 8</b> Editing: Spelling, Capitals, and Punctuation</p> <p><b>Bend 2</b></p> <p><b>Session 9</b> Writing Table of Contents</p> <p><b>Session 10</b> Planning and Writing Chapters While Resolving to Get Better</p> <p><b>Session 11</b> Writers Write With Details and Help Readers Picture the Details by Using Comparisons</p> <p><b>Session 12</b> Different Kinds of Writing in Teaching Books: Chapters Can Contain How-To Writing, Persuasive Writing, and Stories</p> <p><b>Session 13</b> Introductions and Conclusions</p> <p><b>Session 14</b> Fix Up Writing by Pretending to Be a Readers</p> <p><b>Bend 3</b></p> <p><b>Session 15</b> Writers Use All They</p>	<p>“Ways to Spell Words” (Anchor chart)</p> <p>Picture of a symphony orchestra</p> <p>Pencil</p> <p>Baton to conduct</p> <p>Mentor text,</p> <p><b>Sharks!</b> Chart</p> <p>paper</p> <p>Markers</p> <p>Collection of chapter books as examples</p> <p>Daily class schedule</p> <p>Table of Contents</p> <p>Paper</p> <p>“Chapter Titles Should Usually....” chart</p> <p>Student Table of Contents</p> <p>Demonstration text</p> <p>Paper of choice</p> <p>Sticky mailing labels w/tips</p> <p>Mentor text,</p>	
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<p><b>Session 11</b> Use comparisons to teach. Write with details. Use comparisons</p>	<p>Know to Plan for New Chapter Books <b>Session 16</b> Writers Do Research, Like Finding Images or Photos, to Help Them Say More</p>	<p><b><u>Sharks!</u></b> Demonstration text used in session 10 “How Can I Teach My Readers” chart Paper choice options Sample student chapter</p>	
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<p>to help readers picture a detail.</p> <p><b>Session 12</b> Give examples of different genres-how to, narrative, persuasive writing within the informational text. Self assess.</p> <p><b>Session 13</b> Write introductions and conclusions. Share.</p> <p><b>Session 14</b> Revise writing - ending punctuation, capitals, check spelling. Understand pace, prosody, and phrasing. Share parts of their chapter books as a means of celebration. <b>Bend 3</b></p> <p><b>Session 15</b> Non-fiction Show an array of tools to plan a new kind of chapter (charts, mentor texts, the author's gallery).</p> <p><b>Session 16</b> Use images and photos to help say more about a topic.</p> <p><b>Session 17</b> Edit "On the Go". Choose editing punctuation. Reread writing using the "make-sense minute".</p> <p><b>Session 18</b> Use "Craft Moves" such as "pop out words" and "speech bubbles". Use "Information Writing Checklist" Grade 1 and 2 for a final check.</p> <p><b>Session 19</b> Edit writing for publishing. Illustrate with color and</p>	<p><b>Session 17</b> Editing "On the Go": Varying End Punctuation to Bring Out a Teaching Book's Meaning</p> <p><b>Session 18</b> Using Craft Moves Learned in Small Moments: Pop-Out Words and Speech Bubbles</p> <p><b>Session 19</b> Editing Step by Step</p> <p><b>Session 20</b> A Final Celebration: A Letter to Teachers</p>	<p>with how to pages "How To" paper chart Markers</p> <p>Sample lists such as a glossary of terms, a list of questions and answers</p> <p>:Information Writing Checklist" Grade 1 and 2 (Anchor chart)</p> <p>Student writings</p> <p>Mentor text, <b><u>Sharks!</u></b></p> <p><b>p.</b> 1 student book "Ways to Spell Words" (Anchor chart)</p> <p>Star stickers</p> <p>Designated areas for partnerships to share Sample student teaching book</p> <p>Mentor text, <b><u>Shark!</u></b> or another nonfiction book</p> <p>Basket of Mentor text "How to Write a</p>	
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texture.		Teaching Book” (Anchor chart) “How Can I Teach My Readers” chart Variety of paper	
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<p>Practice reading favorite part to a partner.</p> <p><b>Session 20</b> Final Celebration create a Museum Celebration.</p>		<p>choices</p> <p>Post It notes</p> <p>“Information</p> <p>Writing Checklist</p> <p>Grade 1 and 2</p> <p>(Anchor chart)</p> <p>Photographs for demonstration</p> <p>Student photographs</p> <p>“How Can I Teach My Readers” chart</p> <p>A story to use for inflections</p> <p>Demonstration text with missing punctuation</p> <p>Post Its Notes</p> <p>Timer</p> <p><b>“On the Go”</b></p> <p><b>“Make Sense Minute”</b></p> <p>Mentor text, <u>Night of the Veggie</u></p> <p><u>Monster</u> “How Can I Teach My Readers” chart</p> <p>Teacher demonstration to</p>	
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		show “ <b>pop-out words</b> ” and “ <b>speech bubbles</b> ” Student teaching book	
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		Name jar Updated editing checklist chart paper “information Writing Checklist” Grade 1 and 2 (Anchor chart) “Ways To Spell Words” (Anchor chart) Post It Notes Star Post ts	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions <ul style="list-style-type: none"> <li>• Model and use visuals as often as possible</li> </ul> </li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>assessments.</p> <ul style="list-style-type: none"> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> <li>● Utilize manipulatives as necessary.</li> <li>● Establish a consistent and daily routine</li> </ul>			
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**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade 1**

**Pacing Chart/Curriculum MAP**

**Key: Careers Technology Interdisciplinary Studies**



<b>Marking Period:</b>	3	<b>Unit Title:</b>	Unit 3 Writing Reviews Opinion	<b>Pacing:</b>	45 days
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**Unit Summary:** This unit is about review writing. Editorials, reviews, and opinion writing are all powerful forms of writing taught in this unit. Students will write using a topic sentence, supporting detail, and a conclusion that matches the topic. Editing skills will continue to be reinforced.

**Objectives:**

Students will write opinions about their collections.

Students will convince others about their opinions.

Students will role play a judge.

Students will list responsibilities of a judge.

Students will organize their judgements.

Students will give reasons and provide supporting details for these reasons.

Students will explain judgements in convincing ways.

Students will conduct a partner fishbowl.

Students will incorporate what they have learned into their own writing.

Students will understand the kind of writing you are doing and figure out ways to do that writing well. Compare your writing to the Opinion Writing Checklist.

Students will spell words in chunks.

Students will set goal for writing.

Students will understand the need to back up opinions with reasons.  
Students will write counter arguments.  
Students will review writing.  
Students will generate more reasons to support their opinions.  
Students will use quotation marks to show dialogue.  
Students will use a checklist to make their writing the best.  
Students will edit and publish for the “Best In Show” celebration.  
Students will use a writing partner as a final check before publication.  
Students will celebrate their writing.  
Students will write reviews to persuade others.  
Students will investigate mentor reviews.  
Students will study structure, voice, word choice, and craft.  
Students will restate with details.  
Students will generate a list of possible topics to review.  
Students will use a persuasive voice to inform.  
Students will provide follow-up conferences.  
Students will Make comparisons.  
Students will revise writing and add comparisons.  
Students will add supporting details to make writing more convincing.

Students will write catchy introductions and conclusions.

Students will use revision tools.

Students will use an editing checklist to provide feedback.

Students will provide a “writing check up” of a writing partner.

Students will examine and fix up multiple pieces for publication.

Students will collaboratively publish anthologies.

Bend 3

Students will write book reviews to recommend books and authors.

Students will make comparisons in book reviews.

Students will write a sneak peek summary about a book.

Students will give writing check ups.

Students will use conjunctions.

Students will revise sentences to make them just right.

Students will share oral book reviews.

Students will use checklists to make sure that each and every part of their writing is strong.

**Essential Questions:**

How can we use writing to share our opinions?

How can we use writing to persuade others?

**Common Core State Standards/Learning Targets:**

**Bend 1**

W.1.1, W.2.1,W.1.3, .RI.1.8, SL.1.1, SL.1.4, L.1.1, L.1.2, L.1.5.a, W.1.5, W.2., 1L.1.1g, RI.1.1, RFS.1.1, RFS.1.g, SL.1.2, L.1.1.g.j, L.1.6, RFS.1.4, SL.1.6

**Bend 2**

W.1.1, W.1.7, RL.1.1, RI.1.8,SL.1.1, L.1.1, L.1.1, L.1.2, L.1.6, W.1.5, RFS.1.4, SL.1.4, L.1.1.d, L.1.2, L.1.6, W.1.3, W.2.1, RFS.1.4, RFS.1.3, W.1.6, WI.1.3.9

**Bend 3**

W.1.1, W.1.3, W.2.1,RI.1, RI.1.2,RI.1.3,RI.1.9, SL.1.1, SL.1.3, L.1.1, L.1.2, W.1.5, W.2.1,SL.1.4, SL.1.6, L.1.1g.j, L.1.2.b.d.e, L.1.6, L.2.1.f

Other standards covered: [K-2-ETS1-1](#), [1-PS4-2](#), [1-PS4-1](#), [1-PS4-3](#), [1-PS4-4](#), [8.1](#), [8.2](#), [9.2.4.A.1](#), [9.2.4.A.4](#)

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p><b>Bend 1</b>  <b>Session 1</b> Write opinions about their collections. Convince others about their opinions. Role and play a judge. List responsibilities of a judge. Organize your judgements.  <b>Session 2</b> Give reasons and provide supporting details for these reasons.</p>	<p><b>Bend 1</b>  Best in Show: Judging Our Collections  <b>Session 1</b> People Collect Things and Write Opinions about Their Collections  <b>Session 2</b> Explaining Judgements in Convincing Ways</p>	<p>Student writing folders Student's shoebox  Collection of favorite things  Teacher shoebox of favorite things  “To Judge Fairly”  chart Markers</p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• Chromebooks</li> </ul>
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<p>Explain judgements in convincing ways. Conduct a partner talk fishbowl.</p> <p><b>Session 3</b> Incorporate what they have learned into their own writing.</p> <p>Understand the kind of writing you are doing and figure out ways to do that writing well. Compare your writing to Opinion Writing Checklist. Spell words in chunks. Set goals for writing.</p> <p><b>Session 4</b> Understand the need to back up opinions with reasons. Write counter arguments.</p> <p><b>Session 5</b> Review writing.</p> <p><b>Session 6</b> Generate more reasons to support your opinions. Use quotations marks to show dialogue.</p> <p><b>Session 7</b> Use checklist to make their writing the best. Edit and publish for the “Best of Show” celebration. <b>Session 8</b> Write reviews to persuade others. Investigate mentor reviews. Study structure, voice, word choice, and craft. Restate the details. Generate the details. Generate a list</p>	<p><b>Session 3</b> “How Do I Write This Kind of Writing Well”</p> <p><b>Session 4</b> Opinion Writers Expect Disagreement</p> <p><b>Session 5</b> Awarding Booby Prizes for More Practice -- and More Fun</p> <p><b>Session 6</b> Bolstering Arguments</p> <p><b>Session 7</b> Editing and Publishing: Making Writing “Best in Show”</p> <p><b>Bend 2</b> Writing Persuasive Reviews <b>Session 8</b> Writing Reviews to Persuade Others</p> <p><b>Session 9</b> Talking Right to Readers <b>Session 10</b> Making Comparisons in Writing</p> <p><b>Session 11</b> Hook Your Reader: Writing Catchy Introductions and Conclusions</p> <p><b>Session 12</b> Partners Work Together to Give Writing Checkups!</p> <p><b>Session 13</b> Making Anthologies: A Celebration</p> <p><b>Bend 3</b> Writing Persuasive Book Reviews</p> <p><b>Session 14</b> Using All You Know to Make Book Reviews</p> <p><b>Session 15</b> Don’t Spill the Beans! Giving Sneak Peek Summaries <b>Session 16</b> Not Too</p>	<p>Clipboard</p> <p>Judge’s Hat</p> <p>Stacks of First Place Ribbon</p> <p>Paper</p> <p>Post It Notes</p> <p>Student’s showbox collection of favorite things</p> <p>“Convince Your Readers”! chart</p> <p>Microphone</p> <p>Half sheets of paper</p> <p>Tape</p> <p>Revision Strips</p> <p>Post It Notes</p> <p>Colored pencils</p> <p>Stapler</p> <p>Ribbon paper</p> <p>“Opinion Writing Checklist” Grades 1 and 2 chart</p> <p>Student writing folders</p> <p>Revision Strips</p> <p>Whiteboard</p> <p>Markers</p> <p>Enlarges copy of Brandon’s writing</p>	
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of possible topics to review. <b>Session 9</b> Use a persuasive voice to inform. Provide follow-up	Long, Not Too	Post It Notes Teacher writing sample	
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<p>conferences.</p> <p><b>Session 10</b> Make a comparisons. Revise writing adding comparisons. Add supporting details to make writing more convincing.</p> <p><b>Session 11</b> Write catchy introductions and conclusions. Use revision tools.</p> <p><b>Session 12</b> Use an editing checklist to provide feedback. Provide a “Writing Checkup” of a writing partner. Examine and fix up multiple pieces for publications.</p> <p><b>Session 13</b> Celebration Day Collaboratively publish anthologies. Prepare for the celebration share. <b>Session 14</b> Write a book review to recommend books and authors. Make comparisons in book reviews.</p> <p><b>Session 15</b> Write a sneak peek summary about a book. Give writing checkups.</p> <p><b>Session 16</b> Use conjunctions. Revise sentences to make them just right. Share oral book reviews.</p> <p><b>Session 17</b> Use checklists to</p>	<p>Short!: Using Conjunctions</p> <p><b>Session 17</b> Review a Review?: Making Sure Reviews Are Brim Full of Best Work!</p> <p><b>Session 18</b> Book Review Talks: A Reading Rainbow -- Style Celebrations</p>	<p>for demonstration</p> <p>“Ways to Spell Words” (anchor chart)</p> <p>A model of a dull, boring book cover</p> <p>Student’s shoebox Collection</p> <p>Chart paper</p> <p>Student writing folders “Convince Your Reader” chart</p> <p>Student writing folder Teacher writing “Convince Your Reader!” chart</p> <p>Revision tools: Post It Notes</p> <p>Extra pages</p> <p>Sentence strips</p> <p>Revision pens</p> <p>Tape</p> <p>Student folders</p> <p>Pens</p> <p>“How Did I Make My Writing Easy To</p>	
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<p>make sure that each and every part of their writing is strong. Read and rehearse writing. <b>Session 18</b> Celebration Day</p>		<p>Read? chart “Opinion Writing Checklist” Grade 1 and 2 chart</p>	
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<p>A “Reading Rainbow - Style celebration. Reflect on book review writings.</p>		<p>Student folders with past work Revision tools: Post It Notes Extra pages Sentence strips Revision pens Tape Blue Ribbons</p> <p>Posters or pictures from movies Menus Video game cartridges Mentor reviews of games, movies, or restaurants Post It Notes Chart paper “Thinking outside the Box” chart “Convince Your Readers!” chart “opinion Writing Checklist” Grades 1 and 2 “Important</p>	
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		Information” chart Teacher reviews	
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		<p>Student writing folders Index cards “Convincing Your Reader!” chart Student writing for the first bend of the unit Teacher unrevised review Student writing folders “Check Out This Review!” chart “Say Hello with a Catchy Introduction!” chart Easel with teachers writing Clipboards Student writing Revision slips “Don’t Forget to Say Goodbye!” chart “Did I Make My Writing Easy To Read?” chart Enlarged teacher</p>	
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		writing in need of editing Student writing folders Student writing	
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		<p>“Opinion Writing Checklist” Grades 1 and 2 chart “Convince Your Readers!” chart Read aloud to use to write a review <u>I Am Invited to a Party</u> (Williams) Student independent reading book baggies Teacher book review w/two different beginnings Chart paper Markers Books that students wrote reviews about Copy of <u>Goldilocks and the Three Bears</u> “Is This Sentence Just Right?” list Student piece of persuasive writing craft sticks w/differents</p>	
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		<p>punctuation marks</p> <p>Short book review</p> <p>Video clip</p> <p>“Give a Sneak Peek!”</p>	
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		<p>list (session 15)</p> <p>Chart paper w/the title “How to Give a Convincing Review” Enlarges copy of “Opinion Writing Checklist” Grades 1 and 2 chart</p> <p>Teacher book review</p> <p>Enlarged student copies of “Opinion Writing Checklist Grade 1 and 2” chart</p> <p>Student book review</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions <ul style="list-style-type: none"> <li>• Model and use visuals as often as possible</li> </ul> </li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics • Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people,</li> </ul>
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<p>instructional texts.</p> <ul style="list-style-type: none"> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments. <ul style="list-style-type: none"> <li>● Allow students to utilize online books, when available, to listen to or recorded reading.</li> </ul> </li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for groupwork (strategically selected) and collaboration as necessary. <ul style="list-style-type: none"> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> </ul> </li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments. <ul style="list-style-type: none"> <li>● Utilize graphic organizers</li> </ul> </li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> <li>● Utilize manipulatives as necessary. <ul style="list-style-type: none"> <li>● Establish a consistent and daily routine</li> </ul> </li> </ul>			<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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**Quinton Township School District**  
**English Language Arts Literacy-Writing**  
**Grade 1**

**Pacing Chart/Curriculum MAP**

**Key: Careers Technology Interdisciplinary Studies**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Meeting Characters and Learning Lessons A Study of Story Elements	<b>Pacing:</b>	45 days
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**Unit Summary:** This unit is divided into four bends. The first bend invites readers to track the events of the story - paying attention

to the shifts in setting, using pictures, and words to keep track of the story events and “keep up” with character along the way making predictions that look ahead and anticipate what’s to come. The second bend shifts to a closer study of characters, helping readers learn all they can about main and secondary characters and to grow ideas about how they feel, as well as what they might be saying or thinking, in orders to sound like the characters reading in a way that brings them to life. The third bend digs deeper, supporting in pulling the life lessons from the stories they read comparing, cracking open, a book to cracking open a fortune cookie, and being left with a message. The fourth bend encourages readers to recommend favorite books to others, passing along those life lessons.

**Objectives:**

Students will use pretending skills to invent characters and adventures.

Students will write a realistic fiction story.

Students will develop a “can do” attitude.

Students will think of sequential order of events in order to write a realistic fiction story.

Students will develop familiar settings.

Students will make endings that satisfy the reader, make something happen through action, dialogue or feeling. Students will make something happen to their character.

Students will create other endings for your story.

Students will share their stories.

Students will use “sparing” , “daring” words in their writing.

Students will use previous spelling strategies to spell correctly.

Students will share.

Students will use checklists to review their writing and set goals.

Students will evaluate writing.

Students will share writing.

Students will launch into writing a series using the same characters.

Students will create a little drama.

Students will stretch out a realistic fiction book.

Students will share writing.

Students will share a lot of details about their character.

Students will investigate what authors do in a series of books.

Students will compare/contrast different series books.

Students will role play characters in their series.

Students will develop dialogue.

Students will “launch a revision party”.

Students will create invitations for the “revision party”.

Students will use mentor text for revision ideas.

Students will celebrate our First Series!

Students will share.

Students will recall own experiences to imagine the tiny, authentic details that make realistic fiction seem so real.

Students will investigate what makes realistic fiction realistic.

Students will Choose just right paper.

Students will write tiny, realistic details to their stories.

Students will show readers what is happening in the story.

Students will establish a new character.

Students will write a beginning, middle, and end for each chapter.

Students will self assess.

Students will set goals.

Students will use patterns to elaborate.

Students will use “superpowers” to write better.

Students will revise stories using “fabulous” punctuation.

Students will share with classmates.

Students will illustrate story.

Students will investigate roles illustrations play in text.

Students will create a “Meet the Author” page.

Students will plan for final celebration.

Students will create a “to do” list.

Students will share books!

**Essential Questions:**

How can we use writing to share our opinions?

How can we use writing to persuade others?

**Common Core State Standards/Learning Targets:**

**Bend 1**

W.1.3, W.1.8, RI.1.1, RI.1.3, RI.1.10, RI.2.3, SI.1.1, SI.1.4, L.1.1, L.1.2, W.1.5, W.2.3, RI.2.3, SI.1.4, RFS.1.2, RFS.1.3, I.1.2.d.e, I.1.5, I.1.6

**Bend 2**

W.1.3, W.1.5, W.2.3, RI.1.1, RI.1.2, RI.1.3, RI.1.10, SI.1.1, SI.1.2, SI.1.4, I.1.1, I.1.1.2a, W.1.8, RI.1.3, SI.1.5, I.1.2.a, RFS.1.1, RFS.1.4, SI.1.6, W.1.7, W.2.3, RI.1.4, RI.1.7, SI.1.6.a

**Bend 3**

W.1.3, W.1.5, W.1.8, W.2.3, RI.1.1, RI.1.2, RI.1.3, SI.1.1, SI.1.1, SI.1.4, SI.1.5, L.1.1, L.1.2, W.2.3, RI.1.7, I.1.5, I.1.6, RI.2.5, 8.1

**Bend 4**

W.1.3, W.1.5, W.2.3, RI.1.1, RFS.1.1, RFS.1.4, SI.1.1, SI.1.6, I.1.1.j.g, I.1.2.b  
RI.1.4, RI.1.7, SI.1.5, SI.1.1, SI.1.5, RFS.1.4, SI.1.6

Other standards covered: K-2-ETS1-1, 1-PS4-2, 1-PS4-1, 1-PS4-3, 1-PS4-4, 8.1, 8.2, 9.2.4.A.1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b>Bend 1</b></p> <p><b>Session 1</b> Use pretending skills to invent characters and adventures. Write a realistic fiction story.</p> <p><b>Session 2</b> Develop a “can do” independent attitude. Think of sequential order of events in order to write a realistic fiction. Develop familiar settings.</p> <p><b>Session 3</b> Make endings that satisfy the reader, make something happen through action, dialogue or feeling. Make something happen to their character. Create other ending for your story. Share story</p> <p><b>Session 4</b> Use “sparkling” or “daring” words in their writing. Use previous spelling strategies to spell correctly. Share</p> <p><b>Session 5</b> Use checklists to review their writing and set goals. Evaluate writing. Share writing.</p> <p><b>Session 6</b> Launch writers into writing a series using the same characters. Create a little drama. Stretch out realistic fiction book. Share writing.</p>	<p><b>Bend 1</b></p> <p>Fiction Writers Set Out to Write Realistic Fiction!</p> <p><b>Session 1</b> Serious Fiction Writers Do Some Serious Pretending</p> <p><b>Session 2</b> Writers Develop a “Can-Do,” Independent Attitude</p> <p><b>Session 3</b> Writers Learn to Get Their Characters Out of Trouble</p> <p><b>Session 4</b> Serious Writers Get Serious about Spelling</p> <p><b>Session 5</b> Taking Stock: Writers Use Checklists to Set Goals</p> <p><b>Bend 2 Fiction Writers Set Out to Write Series</b></p> <p><b>Session 6</b> Series Writers Always Have a lot to Write About</p> <p><b>Session 7</b> Introducing Your Character in Book One of a Series: What Does a Readers Want to Know?</p> <p><b>Session 8</b> Writers Develop Their Dialogue</p> <p><b>Session 9</b> Saddle Up to the Revision Party - and Bring Your Favorite Writer</p>	<p>Demonstration fiction story</p> <p>Five page booklet “How To Write a Realistic Fiction Book” chart</p> <p>Books from a series Henry and Mudge</p> <p>mentor text</p> <p>Teachers metaphor or story</p> <p>“How to Write a Realistic Fiction Book” chart</p> <p>List of independent writer strategies</p> <p>Student writing folder</p> <p>Teacher story w/missing ending</p> <p>“Ways to Bring Stories to Life” chart - unit 1 Paper Tape</p> <p>List of “sparkle” words “Ways to Spell Words”</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Chromebooks</li> </ul>
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<b>Bend 2</b>	<b>Session 10</b> Celebrating Our First Series		
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<p><b>Session 7</b> Share a lot of details about their character. Investigate what authors do in a series book. Compare/contrast different series books. Role play characters in their series.</p> <p><b>Session 8</b> Develop dialogue.</p> <p><b>Session 9</b> Launch a “revision party”. Create invitations for the “revision party”. Use mentor text for revision ideas.</p> <p><b>Session 10</b> Celebrate our First Series! Share</p> <p><b>Session 11</b> Recall own experiences to imagine the tiny, authentic details that make realistic fiction seem so real. Investigate what make realistic fiction realistic. Choosing just the right paper.</p> <p><b>Session 12</b> Use tiny realistic details to their stories. Show readers what is happening in the story. Establish a new character. Co author a new shared story.</p> <p><b>Bend 3</b></p> <p><b>Session 13</b> Write a beginning, middle, and end for each chapter. Choose a title for each chapter. Self</p>	<p><b>Bend 3 Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers</b></p> <p><b>Session 11</b> Series Writers Investigate What Makes Realistic Fiction Realistic</p> <p><b>Session 12</b> Writers “Show, Not Tell” by Focusing on Tiny Realistic Details</p> <p><b>Session 13</b> Fiction Writers Include Chapters: Writing a Beginning, Middle, and End</p> <p><b>Session 14</b> Patterns Help Writer Elaborate</p> <p><b>Session 15</b> Writers Use Their “Superpowers to Work with Greater Independence</p> <p><b>Bend 4</b></p> <p><b>Session 16</b> Punctuation Parties</p> <p><b>Session 17</b> Writers Use Illustrations to Tell Important Details</p> <p><b>Session 18</b> “Meet the Author”</p> <p><b>Session 19</b> Getting Ready for the Final Celebration</p> <p><b>Session 20</b> A Celebration of</p>	<p>(anchor chart)</p> <p>Demonstration text</p> <p>White boards</p> <p>Markers</p> <p>“Sparkling and Daring” words</p> <p>“Narrative Writing Checklist” Grade 1 and 2 chart</p> <p>Demonstration text</p> <p>Post It Notes</p> <p>Markers</p> <p>Index cards</p> <p>Variety of series books</p> <p>A plan for character adventures</p> <p>“How to Write Series Books” chart</p> <p>“Ways to Bring Stories to Life” chart</p> <p>unit 1 “How to Write a Realistic Fiction Book” chart</p> <p>A shared story</p> <p>A large five page booklet</p>	
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assess. Set	Series Writers: The Grand Finale!	Two excerpts of different stories A collection of series	
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<p>goals.  <b>Session 14</b> Use partners to elaborate. <b>Session 15</b> Use “superpowers” to write better. <b>Session 16</b> Revise stories using “fabulous” punctuation. Share with classmates.</p> <p><b>Bend 4</b>  <b>Session 17</b> Illustrate a story. Investigate roles illustrations play in text.  <b>Session 18</b> Create a “Meet the Author” page.  <b>Session 19</b> Plan for a final celebration. Create a “To Do” list.  <b>Session 20</b> Share books!</p>		<p>books  A revision basket  w/revision strips  and extra pages  Tape Staplers  Booklets  Student writing  Writing center  w/supplies  Welcome sign for  “revision party”  Student writing  folders Mentor text  “Our Favorite  Series Authors...”  chart  Children’s favorite  fiction books  “My Editing  Checklist” chart  student books  A few fiction books  Mentor text, Henry  and Mudge  Charts used  throughout the unit  “Our Favorite  Series Authors...”</p>	
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		chart “How to Write Series Books” chart	
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		<p>“Ways to Bring Stories to Life” chart unit 1 “How to Write a Realistic Fiction Book” chart Writing center supplies Post It Notes Mentor text, <u>Henry and Mudge</u> Fully stocked writing center A new fiction story for demonstration A chart w/Chapter 1, Chapter 2, and Chapter 3 Chart paper Markers “Narrative Writing Checklist” Grade 1 and 2 chart Student goals Post It notes Index cards Pre-written text that lists partners found</p>	
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		in a mentor text Demonstration story Chart paper	
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		<p>Markers Shared class story Students' books from independent reading A superhero to reference All student tools: charts, folders, books..... "The Super Writing Powers of Super Series Writers" list Fiction book to show punctuation <u>Harry by the Sea</u> Punctuation Post Its Teacher demonstration story for adding punctuation Punctuation pens "Our Favorite Series Authors..." chart Student favorite reading aloud books Sample</p>	
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		“meet the author” page from various books Teacher author page “Meet the Author” list	
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		chart Paper Markers Post It Notes Student books	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <p><b>Suggested skills to be assessed:</b></p>



<b>Differentiation</b>
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<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions <ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> </ul> </li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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| <ul style="list-style-type: none"><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul> |  |  |  |
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<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to or recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> <li>● Utilize manipulatives as necessary.</li> <li>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a consistent and daily routine</li> </ul>		<p>relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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