

Crest Memorial School Curriculum and Pacing Guide	
Grade: First Grade	Subject Area: Writing
Adoption Date: August 29, 2024	Revision Date: August 2024

### Mission and Vision Statements

*Mission:* At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

*Vision:* A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

### Integration of Technology

9.4.2.TL.1

### 21st Century Skills

9.4.8.CT.1  
9.4.2.CT.2

### Career Education

9.1.2.CAP.1,  
9.2.5.CAP.1

### Interdisciplinary Connection

6.1.2.CivicsPR.3  
6.1.2.CivicsCM.3

### Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary

	<ul style="list-style-type: none"> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Use mnemonic devices</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Think-Pair-Share</li> <li>● Turn to your partner</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit textbook comprehension test</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● MAP Testing (fall, winter, spring)</li> <li>● F &amp; P Testing (fall, winter, spring)</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

### Pacing Guide

Unit 1- The Writing Community	19 Days
Unit 2- Getting Ideas	26 Days
Unit 3- Telling More	17 Days
Unit 4- Writing Stories About Me	12 Days
Unit 5- Writing Nonfiction	12 Days
Unit 6- Exploring Words Through Poetry	12 Days
Unit 7- Opinion Writing	8 Days
Unit 8- Revisiting The Writing Community	5 Days

### Unit Learning Goals- Unit 1

The students will see themselves as contributing members of a caring, writing community  
The students will hear and discuss example of good writing.  
The students will begin guided writing practice with sentence starters

### Inclusive concepts

The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.

### Core Instructional Materials

- Textbook
- Online benchmark assessment resource

### Supplemental Materials

- Writing Whiteboards with Dry Erase Markers
- Classroom Easel with Chart Paper for shared Stories
- Smart Board
- Writing Notebooks
- 3 Part Story Packets ( beginning- middle and end)
- Writing Skills Book

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1: Learn the procedure for gathering. Getting ideas for Writing Stories</li> </ul>	SL.PE.1.1. SL.AS.1.6.	<ul style="list-style-type: none"> <li>Introduce the Writing Community</li> <li>Learn and practice the procedure for gathering and Writing Time</li> <li>Teacher reads aloud- Things I Like</li> <li>Discuss the story</li> <li>Use a chart with- I like to _____. Teacher writes what students like to do on the chart</li> </ul>
<ul style="list-style-type: none"> <li>Day 2: Review the Procedure for Writing Time Writing Stories</li> </ul>	L.RF.1.1.	<ul style="list-style-type: none"> <li>Review procedure for gathering and working responsibly</li> <li>Review procedure for Writing Time</li> <li>Review the book- Things I Like</li> <li>Teacher models writing and illustrating "I like to _____ . sentence"</li> <li>Students begin writing and illustrating their own sentence. ( use chart for help)</li> </ul>
<ul style="list-style-type: none"> <li>Day 3: Explore Illustrations in a Story Rereading and Adding to Stories</li> </ul>	RL.MF.1.6.	<ul style="list-style-type: none"> <li>Teacher models rereading and adding to the story started yesterday on the chart</li> <li>Students continue working on their story from yesterday. They add to their illustration and reread their sentence.</li> </ul>
<ul style="list-style-type: none"> <li>Day 4: Sharing as a Community</li> </ul>	SL.AS.1.6. SL.PE.1.1.	<ul style="list-style-type: none"> <li>Teacher models speaking clearly when reading "I like to ___ story "from chart"</li> <li>Students share their stories with their classmates with teacher assistance</li> <li>Reflect on listening with question- What did we learn about _____?</li> <li>Introduce students to their Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>Day 5: Getting Ideas for Writing</li> </ul>	L.WF.1.3. L.WF.1.1.	<ul style="list-style-type: none"> <li>Read big book aloud- Farmer Duck</li> <li>Discuss the story</li> <li>Introduce wipe-off boards</li> <li>Students practice writing " I Help When I _____" sentences</li> <li>Write and draw freely in their Writing</li> </ul>

		Notebook
<ul style="list-style-type: none"> <li>• Day 6: Write and illustrate Stories about Helping</li> </ul>	W.RW.1.7.	<ul style="list-style-type: none"> <li>• Review book- Farmer Duck</li> <li>• Teacher models writing and illustrating a story about helping on chart paper</li> <li>• Students brainstorm things they help with as teacher writes on the board</li> <li>• Students begin writing and illustrating their story on lines paper</li> <li>• Reflect on acting responsibly during Writing time</li> </ul>
<ul style="list-style-type: none"> <li>• Day 7: Rereading and Adding to Stories</li> </ul>	SL.UM.1.5.	<ul style="list-style-type: none"> <li>• Teacher reviews illustrations from the book-Farmer Duck</li> <li>• Teacher emphasizes how illustrations add meaning to the story</li> <li>• Teacher models rereading, visualizing and adding illustrations to her story</li> <li>• Students reread and add illustrations to their story</li> </ul>
<ul style="list-style-type: none"> <li>• Day 8: Sharing as a Community</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>• Students will gather and share their stories about helping to the class</li> <li>• Teacher models speaking clearly and listening to others</li> <li>• With teacher assistance, students sit in Author's Chair and read their stories followed by questions- "What did we learn about__?"</li> <li>• Students write freely and draw in their Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 9: Getting Ideas for Writing</li> </ul>	L.WF.1.3.	<ul style="list-style-type: none"> <li>• Pair students and introduce "Turn to Your Partner"</li> <li>• Introduce and read- All By Myself</li> <li>• Use wipe-off boards to practice writing - I Can sentences</li> <li>• Write and draw freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 10: Writing Stories about Things They Can Do.</li> </ul>	L.WF.1.1. L.WF.1.3.	<ul style="list-style-type: none"> <li>• Reread book- All by Myself</li> <li>• Teacher models writing a story about things she can do.</li> <li>• Students begin writing and illustrating a story</li> </ul>

		about what they can do.
<ul style="list-style-type: none"> <li>Day 11: Reread and Adding to Stories Relate illustrations to their Writing</li> </ul>	W.RW.1.7.	<ul style="list-style-type: none"> <li>Gather and review “Turn to your Partner” questions</li> <li>Teacher rereads and adds to her story and illustration. Mentioning sentence structure as she writes.</li> <li>Students reread and continue writing and illustrating their story</li> </ul>
<ul style="list-style-type: none"> <li>Day 12: Sharing as a Community</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>Teacher models reading her story to the class followed by question- What did we learn about ___?</li> <li>Students share their stories from the Author’s Chair</li> <li>Students reflect on sharing and listening</li> <li>Write and draw freely in their Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>Day 13: Getting Ideas for Writing</li> </ul>	L.WF.1.3.	<ul style="list-style-type: none"> <li>Discuss working in pairs</li> <li>Introduce and read- When I Grow Up - followed by discussion questions “ Turn to your partner?”</li> <li>Practice writing on wipe-off boards - I want to be a ___ when I grow up.</li> <li>Reflect on writing a complete sentence</li> </ul>
<ul style="list-style-type: none"> <li>Day 14: Write and illustrate Stories About What They Want to be When They Grow Up</li> </ul>	L.RF.1.1.	<ul style="list-style-type: none"> <li>Review book- When I Grow Up</li> <li>Teacher begins modeling a story, emphasis on spelling sounds, capitals and periods</li> <li>Students begin writing and illustrating their story on lined paper</li> </ul>
<ul style="list-style-type: none"> <li>Day 15: Sharing as a Community</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>Teacher introduces The Class Book ( this is a book of the children’s writing)</li> <li>Teacher reads the stories to the class followed by discussion</li> <li>Students reflect on listening</li> <li>Write and draw freely in their Writing Notebook</li> </ul>

<ul style="list-style-type: none"> <li>● Day 16: More Writing Practice</li> </ul>	L.RF.1.1.	<ul style="list-style-type: none"> <li>● Review Writing Ideas from this Unit ( kindness, things they can do, what they want to be)</li> <li>● Choose one,write and illustrate freely</li> <li>● Share with partner</li> </ul>
<ul style="list-style-type: none"> <li>● Day 17: Getting Ideas For Writing</li> </ul>	L.RF.1.1.	<ul style="list-style-type: none"> <li>● Read aloud- When I Was Five</li> <li>● Discuss the story</li> <li>● Practice writing - My friend and I like to___ sentences on their wipe-off boards</li> <li>● Teacher writes their responses on chart paper for tomorrow</li> <li>●Write and draw freely in their Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 18: Write and illustrate Friend Stories</li> </ul>	L.RF.1.1. L.WF.1.1.	<ul style="list-style-type: none"> <li>● Review the story- When I Was Five</li> <li>● Teacher begins modeling how to write and illustrate a friend story</li> <li>● Students review their responses from yesterday's chart</li> <li>●Students begin writing their own friend stories on lined paper. Self correct before handing in for capitals, finger spaces and periods.</li> </ul>
<ul style="list-style-type: none"> <li>● Day 19: More Writing Practice</li> </ul>	L.WF.1.2. L.WF.1.3.	<ul style="list-style-type: none"> <li>● Review Writing Ideas from this Unit</li> <li>● Write freely in Notebooks</li> <li>● Share their writing with the class</li> <li>● Reflect on being part of the Writing community</li> </ul>

### Unit Learning Goals- Unit 2

The students will generate writing ideas from their own lives and tell stories orally in preparation for writing  
The students will use the word wall to spell high frequency words  
The students will approximate spelling using letter-sound relationships



**Inclusive concepts**

The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Whiteboards with Dry Erase Markers</li> <li>● Classroom Easel with Chart Paper for shared Stories</li> <li>● Smart Board</li> <li>● Writing Notebooks</li> <li>● 3 Part Story Packets ( beginning- middle and end)</li> <li>● Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Getting ideas for Writing</li> </ul>	L.KL.1.1. SL.PE.1.1.	<ul style="list-style-type: none"> <li>● Introduce and read the book- I Love Animals</li> <li>● Use Think- Pair-Share questions</li> <li>● Generate writing ideas about animals they love and why- Create a chart with their answers</li> <li>● Practice writing- I love ____ because ____.</li> <li>● sentences on wipe-off boards</li> <li>● Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 2: Getting Ideas for Writing a Story</li> </ul>	SL.AS.1.6. W.RW.1.7.	<ul style="list-style-type: none"> <li>● Gather and begin writing a shared story about an animal the children love- Write on class chart. Asking children questions- What else can we write, How do you begin sentences?</li> <li>● Students begin writing and illustrating “I love ____ because ____.” stories</li> </ul>
<ul style="list-style-type: none"> <li>● Day 3: Rereading and Adding to Stories</li> </ul>	L.WF.1.1. L.RF.1.1.	<ul style="list-style-type: none"> <li>● Students reread their writing</li> <li>● Students add illustrations to their writing</li> <li>● Students type their stories on their Google Doc and share with the teacher</li> </ul>

<ul style="list-style-type: none"> <li>• Day 4: Sharing as a Community</li> </ul>	L.WF.1.3. SL.II.1.2.	<ul style="list-style-type: none"> <li>• Teacher models reading aloud so others can hear</li> <li>• Students sit on the Author's Chair and share their writing with teacher assistance</li> <li>• Questions- What did we find out about ____?</li> <li>• Reflect on expressing interest in and appreciation for one another's writing</li> <li>• Free writing in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 5: Open Writing Day</li> </ul>	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> <li>• Reflect on the writing that was completed this week</li> <li>• Students can choose what to write about-</li> <li>• Write opinions about animals they love</li> <li>• Write about things animals can do</li> <li>• Write about another animal they like</li> </ul>
<ul style="list-style-type: none"> <li>• Day 6: Getting Ideas and Writing a Shared Story</li> </ul>	RL.MF.1.6.	<ul style="list-style-type: none"> <li>• Introduce the Word Wall</li> <li>• Introduce and read the book- Chinatown</li> <li>• Generate ideas for Special Places to write about- Write on a class chart</li> <li>• Begin writing a shared story about a special place</li> </ul>
<ul style="list-style-type: none"> <li>• Day 7: Writing Stories and Sharing in Pairs</li> </ul>	W.IW.1.2.	<ul style="list-style-type: none"> <li>• Reread shared story started yesterday- discuss- Review Special Places chart and add a few more</li> <li>• Add- go, great, here, some and when to Word Wall</li> <li>• Students tell stories about special places orally to their partner</li> <li>• Students begin writing and illustrating stories about a special place- using the word wall for assistance</li> </ul>
<ul style="list-style-type: none"> <li>• Day 8: Rereading and Adding to Stories</li> </ul>	L.WF.1.3.	<ul style="list-style-type: none"> <li>• Reread Chinatown and explore sound words in the story</li> <li>• Add sound words to the shared story</li> <li>• Students reread their special place story and add sound words</li> <li>• Add illustrations</li> </ul>

<ul style="list-style-type: none"> <li>• Day 9: Sharing as a Community</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>• Discuss expressing interest in and appreciation for another's writing</li> <li>• Students share their writing from the Author's Chair with teacher assistance</li> <li>• Write freely in their Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 10: Publish this Week's Story</li> </ul>	SL.AS.1.6.	<ul style="list-style-type: none"> <li>• Review writing topics from this week</li> <li>• Choose one piece of writing and type on Google Doc to publish</li> </ul>
<ul style="list-style-type: none"> <li>• Day 11: Getting Ideas and Writing a Shared Story</li> </ul>	RL.PP.1.5.	<ul style="list-style-type: none"> <li>• Introduce and read- Daddy Calls Me Man</li> <li>• Discuss with - Turn to your Partner- questions</li> <li>• Generate ideas of family members to write about- Create a Chart</li> <li>• Write a shared story about a family member and model approximating spelling</li> <li>• Add illustration</li> <li>• Write Freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 12: Writing Stories and Sharing with Partner</li> </ul>	W.AW.1.1.	<ul style="list-style-type: none"> <li>• Reread Shared Story started yesterday</li> <li>• Add words to Word Wall- father, give, mother, our and very</li> <li>• Choose ideas and tell stories orally with partners</li> <li>• Write and illustrate stories about a family member ( their opinion)</li> </ul>
<ul style="list-style-type: none"> <li>• Day 13: Rereading and Adding to Stories</li> </ul>	W.NW.1.3.	<ul style="list-style-type: none"> <li>• Reread and explore details about a person-Daddy Calls Me Man</li> <li>• Add descriptive details to the Shared Story</li> <li>• Students reread their story and add details about their family member</li> </ul>
<ul style="list-style-type: none"> <li>• Day 14: Sharing as a Community</li> </ul>	SL.PI.1.4.	<ul style="list-style-type: none"> <li>• Students will learn the prompt- I Found Out</li> <li>• Share stories and model using the prompt- " I Found Out.."</li> <li>• Students reflect on expressing an interest in</li> </ul>

		<p>Shared Reading</p> <ul style="list-style-type: none"> <li>● Draw and write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 15: Getting Ideas and Writing a Shared Story</li> </ul>	<p>SL.AS.1.6. L.WF.1.2.</p>	<ul style="list-style-type: none"> <li>● Gather and review acting considerably</li> <li>● Introduce and read big book aloud- Growing Vegetables</li> <li>● Generate Ideas for Family Activities to Write About- Create a Family Activity Chart</li> <li>● Write a Shared Story About a Family Activity and Model Approximating Spelling</li> <li>● Write and Draw Freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 16: Writing Stories and Sharing with Partners</li> </ul>	<p>L.WF.1.1. W.RW.1.7.</p>	<ul style="list-style-type: none"> <li>● Reread the Shared Story, add to it and add to the Word Wall- find, learn, move, play and put</li> <li>● Choose ideas and tell stories orally with partners and then the class</li> <li>● Students begin to write and illustrate stories about Family Activities</li> <li>● Reflect on Writing and on Being a Considerate Partner</li> </ul>
<ul style="list-style-type: none"> <li>● Day 17: Rereading and Adding to Stories</li> </ul>	<p>L.RF.1.3. SL.UM.1.5.</p>	<ul style="list-style-type: none"> <li>● Reread and explore Labels in Growing Vegetable Soup</li> <li>● Add Labels to our Shared Story</li> <li>● Students reread their own story, think about and add labels to their illustrations- think about spelling sounds</li> </ul>
<ul style="list-style-type: none"> <li>● Day 18: Sharing as a Community</li> </ul>	<p>SL.PE.1.1. L.WF.1.2. L.WF.1.3.</p>	<ul style="list-style-type: none"> <li>● Teach the prompt- "I like your story because__"</li> <li>● Share stories and model using the prompt -"I like your story because_"</li> <li>● Reflect on using the prompt to express appreciation</li> <li>● Write and draw freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 19: Getting Ideas and Writing a Shared Story</li> </ul>	<p>L.VL.1.2.</p>	<ul style="list-style-type: none"> <li>● Introduce and read Knuffle Bunny aloud</li> <li>● Generate ideas for things that make students</li> </ul>

		<p>sad or mad- create a chart</p> <ul style="list-style-type: none"> <li>• Write a shared story about something that makes you sad or mad</li> <li>• Students write and draw freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 20: Writing Stories and Sharing with Partners</li> </ul>	<p>SL.AS.1.6. SL.PE.1.1. L.VL.1.2.</p>	<ul style="list-style-type: none"> <li>• Reread the shared story( emphasis on feeling words) and add to the Word Wall- could, don't, never, nothing and only</li> <li>• Students choose ideas and tell stories orally to partners and then the class</li> <li>• Students write and illustrate stories about things that make them sad or mad</li> <li>• Reflect on writing and on being a responsible partner</li> </ul>
<ul style="list-style-type: none"> <li>• Day 21: Rereading and Adding to Stories</li> </ul>	<p>RI.MF.1.6. W.RW.1.7.</p>	<ul style="list-style-type: none"> <li>• Reread and explore Speech Bubbles in Knuffle Bunny</li> <li>• Add Speech Bubbles to the Shared Story</li> <li>• Students reread their stories and add Speech Bubbles to their illustrations</li> </ul>
<ul style="list-style-type: none"> <li>• Day 22: Share as a Community</li> </ul>	<p>SL.ES.1.3. L.WF.1.2. L.WF.1.3.</p>	<ul style="list-style-type: none"> <li>• Review the Prompts- I found out ... and I like your story because...</li> <li>• Reflect on using these prompts while students read their stories aloud to class from Author's Chair</li> <li>• Write and draw freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 23: Getting Ideas and Writing a Shared Story</li> </ul>	<p>L.KL.1.1. W.NW.1.3. W.SE.1.6.</p>	<ul style="list-style-type: none"> <li>• Introduce and read- Mouse Views- aloud</li> <li>• Discuss the story</li> <li>• Take an observation walk around the classroom</li> <li>• Create a chart listing all the things we noticed as a class</li> <li>• Write a shared story about something we observed. Emphasis on sentences structure</li> </ul>

		<p>and the sounds in each word</p> <ul style="list-style-type: none"> <li>●Add an illustration</li> <li>●Write and draw freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 24: Writing Stories and Sharing with Partners</li> </ul>	<p>SL.AS.1.6. L.KL.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> <li>●Reread the Shared Story started yesterday and add to the Word Wall- few, large, little, school and under</li> <li>● Review things from the - We Noticed Chart -created yesterday, choose an idea and discuss what they will write about with partners</li> <li>●Begin writing about something they observed, using the word wall and their personal dictionaries</li> <li>●Share what they wrote when we gather on the rug to reflect with partners</li> </ul>
<ul style="list-style-type: none"> <li>● Day 25: Getting Ideas and Writing Stories</li> </ul>	<p>L.WF.1.1. L.WF.1.2. SL.AS.1.6.</p>	<ul style="list-style-type: none"> <li>●Review the book-Mouse View and what we observed in our class yesterday</li> <li>●Students will prepare for an observation walk around the school</li> <li>● Teacher will write down things students observe on walk</li> <li>● Create a chart of- Things We Noticed- when return</li> <li>● Students choose ideas and orally tell stories with partners</li> <li>● Write and illustrate stories about something observed</li> <li>●Share favorite sentence with partner and then class</li> </ul>
<ul style="list-style-type: none"> <li>● Day 26: Sharing as a Community</li> </ul>	<p>SL.PE.1.1. SL.AS.1.6.</p>	<ul style="list-style-type: none"> <li>●Discuss what it means to be part of a Writing Community</li> <li>● Share Stories and use the Prompts-"I Found out... and I Like your Story because..."</li> <li>● Create a Class Book with all our observations made</li> <li>● Write and draw freely in Writing Notebook</li> </ul>

### Unit Learning Goals- Unit 3

The students will reread and add details to tell more  
 The students will write about assigned and self selected topics  
 The students will explore sentence punctuation and capitalization

### Inclusive concepts

The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Whiteboards with Dry Erase Markers</li> <li>● Classroom Easel with Chart Paper for shared Stories</li> <li>● Smart Board</li> <li>● Writing Notebooks</li> <li>● 3 Part Story Packets ( beginning- middle and end)</li> <li>● Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Thinking Before Writing</li> </ul>	W.AW.1.1.	<ul style="list-style-type: none"> <li>● Select new partners for unit discussion</li> <li>● Remind students the importance of thinking before writing stories</li> <li>● Students will help teacher start to write a Shared Story about a Fun Time</li> <li>● As they share, teacher asks questions about spelling sounds, punctuation and Think- Pair Share</li> <li>● Students will begin writing stories about a Fun Time</li> </ul>
<ul style="list-style-type: none"> <li>● Day 2: Rereading and Telling More</li> </ul>	W.WP.1..4.	<ul style="list-style-type: none"> <li>● Add to the Fun Time Shared Story</li> <li>● Students close eyes and listen to teacher read the Shared Story aloud</li> </ul>

		<ul style="list-style-type: none"> <li>•Questions- What can we add? Teacher focuses on spelling sounds, punctuation and rereading</li> <li>•Students reread what they wrote and add to their Fun Time Story to tell more</li> <li>• Share their stories with partners</li> </ul>
<ul style="list-style-type: none"> <li>• Day 3: Thinking Before Writing</li> </ul>	L.WF.1.3.	<ul style="list-style-type: none"> <li>• Teacher will review why you think before writing- Use Turn to your partner- questions</li> <li>•Teacher begins writing a Shared Story about a Not So Fun Day- on Chart</li> <li>•Questions- What else can we add? How do we begin sentences, How do we end telling sentences?</li> <li>•Students visualize and share with partners about a Not So Fun Day they have had</li> <li>• Students begin writing their own story</li> </ul>
<ul style="list-style-type: none"> <li>• Day 4: Rereading and Telling More</li> </ul>	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> <li>• Add to the class story about a Not So Fun Day with teacher assistance</li> <li>• Students reread their own story and add to them, focusing on sentence structure, spelling sounds and punctuation</li> <li>•Add illustrations to their stories</li> </ul>
<ul style="list-style-type: none"> <li>• Day 5: Share as a Community</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>• Students reread their stories</li> <li>• Students self correct their writing</li> <li>• Students share their Not So Fun Time stories from the Author's Chair</li> <li>• Students use prompts- "I found out... and I learned __ about ___"</li> </ul>
<ul style="list-style-type: none"> <li>• Day 6: Thinking Before Writing</li> </ul>	SL.PE.1.1. SL.Pi.1.4.	<ul style="list-style-type: none"> <li>• Think before writing and write a shared story about a Fantasy Field Trip</li> <li>•Teacher uses thinking strategies- Turn to your partner, what can we write about? After discussion- teacher starts a Fantasy Class Trip story to the Moon</li> <li>•Generate ideas for more Fantasy Class Trips- Create Chart: Ideas for Fantasy Class Trips</li> </ul>



		<ul style="list-style-type: none"> <li>●Students discuss ideas with partners</li> <li>●Students begin writing their Fantasy Class Trip Story</li> </ul>
<ul style="list-style-type: none"> <li>● Day 7: Rereading and Telling More</li> </ul>	SL.PE.1.1. SL.Pi.1.4. SL.UM.1.5.	<ul style="list-style-type: none"> <li>● Students reread our Shared Story about going to the Moon</li> <li>● Add onto the Fantasy Story- reread for understanding and think about an illustration</li> <li>● Students will reread their stories and add on to tell more</li> <li>●Add an illustration</li> <li>●Share with their partners</li> </ul>
<ul style="list-style-type: none"> <li>● Day 8: Thinking Before Writing</li> </ul>	L.RF.1.1. L.WF.1.3. W.WP.1.4.	<ul style="list-style-type: none"> <li>● Think about writing and write a Shared Story about an Imaginary Class Pet</li> <li>●Generate ideas and tell stories orally- Create a Class Pet Chart with Ideas</li> <li>●Students begin writing their story- focus on sentence structure, punctuation and capitals</li> <li>● Share their favorite sentence with partners</li> </ul>
<ul style="list-style-type: none"> <li>● Day 9: Rereading and Telling More</li> </ul>	SL.UM.1..5.	<ul style="list-style-type: none"> <li>● Class will add to the Shared Story about our Class Pet</li> <li>●Students will close their eyes to visualize the story and then brainstorm ideas for illustrations</li> <li>●Students will reread their Class Pet story- add on by telling more</li> <li>●Students will illustrate their story</li> </ul>
<ul style="list-style-type: none"> <li>● Day 10: Share as a Community</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>● Students reread their stories</li> <li>● Students self correct their writing</li> <li>● Students share their Class Pet stories from the Author's Chair</li> <li>● Students use prompts- "I found out... and I learned __ about __"</li> </ul>
<ul style="list-style-type: none"> <li>● Day 11: Getting Ideas and Writing Stories</li> </ul>	W.NW.1.3.	<ul style="list-style-type: none"> <li>● Introduce and read aloud -Wait and See</li> <li>● Discuss the story and generate ideas for stories about Wishes</li> </ul>

		<ul style="list-style-type: none"> <li>● Create - Things I'd Wish for Chart- using questioning strategies: Think- Pair- Share and Turn to your partner</li> <li>● Students write -If I could wish for anything, it would be ___ because.</li> </ul>
<ul style="list-style-type: none"> <li>● Day 12: Telling More and Sharing with Partners</li> </ul>	W.NW.1.3.	<ul style="list-style-type: none"> <li>● Review the Wishes Chart from yesterday</li> <li>● Share their Wishes sentences they wrote yesterday with partners</li> <li>●Teacher begins writing a Shared Story About Wishes- using "Think- Pair- Share" questions</li> <li>●Students continue working on their Wishes story by adding on more details</li> </ul>
<ul style="list-style-type: none"> <li>● Day 13:Telling More and Sharing with Partners</li> </ul>	W.RW.1.7.	<ul style="list-style-type: none"> <li>● Teacher adds on to the Shared Story about Wishes</li> <li>● Students reread the shared story and visualize the story</li> <li>● Students reread their story, add on and illustrate</li> <li>● Students type their stories on Google Doc</li> </ul>
<ul style="list-style-type: none"> <li>● Day 14: Share as a Community</li> </ul>	L.WF.1.2. L.WF.1.3. SL.PE.1.1.	<ul style="list-style-type: none"> <li>● Students share their stories with the class from the Author's Chair</li> <li>●Students use prompts-" I Want to know... I found out... I learned..."</li> <li>●Reflect on Sharing</li> <li>●Students write freely and draw in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 15: Getting Ideas and Writing Stories</li> </ul>	W.NW.1.3. L.WF.1.2. L.WF.1.3.	<ul style="list-style-type: none"> <li>● Introduce and read aloud- Sheep on a Ship</li> <li>●Discuss the story- author and book series</li> <li>● Generate ideas for a Silly Animal Story</li> <li>● Students will discuss ideas for a silly story with their partners</li> <li>●Students will begin writing their own silly animal story</li> <li>● Students will use the word wall, write</li> </ul>

		complete sentences with capitals and punctuation
<ul style="list-style-type: none"> <li>• Day 16: Sharing with Partners and Telling More</li> </ul>	SL.AS.1.6.	<ul style="list-style-type: none"> <li>• Prepare to share their stories with partners</li> <li>• After sharing, add more to their story</li> <li>• Add details and labels to illustrations</li> <li>• Type stories on Google Doc</li> </ul>
<ul style="list-style-type: none"> <li>• Day 17: Share as a Community</li> </ul>	SL.AS.1.6. SL.PE.1.1. L.WF.1.3.	<ul style="list-style-type: none"> <li>• Students share their stories with the class from the Author's Chair</li> <li>• Students use prompts-" I think___ was the funniest part. I likes the story beacause__.</li> <li>• Reflect on Sharing</li> <li>• Students write freely and draw in Writing Notebook</li> </ul>

#### Unit Learning Goals- Unit 4

The students explore personal narrative by telling and writing true stories about their own lives  
The students will learn that a good story has a beginning, middle and end

#### Inclusive concepts

The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Whiteboards with Dry Erase Markers</li> <li>• Classroom Easel with Chart Paper for shared Stories</li> <li>• Smart Board</li> <li>• Writing Notebooks</li> <li>• 3 Part Story Packets ( beginning- middle and end)</li> <li>• Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1: Hearing and Telling Stories</li> </ul>	L.KL.1.2. L.VI.1.3. RL.IT.1.3.	<ul style="list-style-type: none"> <li>Introduce and read the story- A Snowy Day</li> <li>Reread and discuss the beginning- middle and end</li> <li>Teacher models telling a story with a beginning, middle and end</li> <li>Tell stories with partners that have a beginning, middle and end</li> <li>Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>Day 2: Hearing and Telling Stories</li> </ul>	SL.PI.1.4. SL.AS.1.6. L.WF.1.3.	<ul style="list-style-type: none"> <li>Introduce and read- Chrysanthemum aloud and discuss the beginning, middle and end</li> <li>Teacher models telling a story with a beginning, middle and end</li> <li>Partners visualize and tell stories orally that have a beginning, middle and end</li> <li>Reflect on partner work</li> <li>Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>Day 3: Writing Stories</li> </ul>	L.WF.1.3. W.RW.1.7.	<ul style="list-style-type: none"> <li>Teacher models telling and writing a story with a beginning, middle and end on 3 pieces of chart paper for each part</li> <li>Brainstorm topics as a class with a beginning, middle and end</li> <li>Students begin writing their own story - 1 sentence on each part of the story</li> <li>Students share stories with class</li> </ul>
<ul style="list-style-type: none"> <li>Day 4: Reread and Tell More</li> </ul>	L.RF.1.1. L.WF.1.3. W.WP.1.4.	<ul style="list-style-type: none"> <li>Teacher models telling more at the beginning, middle and end of the story started yesterday</li> <li>Students reread their 3 part story- reread and think about telling and adding more to the beginning, middle and end of their story</li> <li>Students add on to their 3 part story</li> <li>Share their stories with partners and then the class</li> </ul>
<ul style="list-style-type: none"> <li>Day 5: Writing Stories</li> </ul>	L.VI.1.3.	<ul style="list-style-type: none"> <li>Review the book- Chrysanthemum and</li> </ul>

	W.IW.1.2. SL.AS.1.6.	<p>explore feeling words</p> <ul style="list-style-type: none"> <li>•Teacher introduces feeling cards and models telling a story about a feeling</li> <li>• Teacher begins modeling a story about a feeling with a beginning, middle and end</li> <li>• Students choose a feeling card and tell a story orally with partners</li> <li>•Students begin writing a beginning, middle and end story about a feeling</li> <li>•Share favorite sentence to the class</li> </ul>
<ul style="list-style-type: none"> <li>• Day 6: Retelling and Telling More</li> </ul>	L.WF.1.1. L.WF.1.2. L.WF.1.3. SL.PE.1.1.	<ul style="list-style-type: none"> <li>• Teacher adds to the feeling story started yesterday. Add more to the beginning, middle and end</li> <li>• Students reread their story, think about what they could add, discuss with partners</li> <li>• Students add to their beginning, middle and end of their story</li> <li>• Students share their favorite sentence they added</li> </ul>
<ul style="list-style-type: none"> <li>• Day 7: Writing Stories</li> </ul>	SL.PE.1.1. SL.AS.1.6. W.WR.1.5. W.RW.1.7.	<ul style="list-style-type: none"> <li>• Teacher reads and discuss- Best Friends Sleep Over</li> <li>• Ask questions- Think, Pair and Share- to get to the Central Message of the story</li> <li>• Teacher models writing a 3 part beginning, middle and end story about a time helping someone feel better</li> <li>• Brainstorm times about helping a friend or family member feel better- Add to Chart</li> <li>• Students tell stories orally to partners</li> <li>• Students begin writing their beginning, middle and end story about making someone feel better</li> </ul>
<ul style="list-style-type: none"> <li>• Day 8: Rereading and Telling More</li> </ul>	L.WF.1.2. L.WF.1.3. W.RW.1.7. SL.UM.1.5.	<ul style="list-style-type: none"> <li>• Teacher reviews and discusses feelings in- Best Friends Sleep Over</li> <li>• Teacher models adding feelings to the beginning, middle and end of the story started yesterday</li> <li>• Students reread their story, think about</li> </ul>

		<p>adding more</p> <ul style="list-style-type: none"> <li>• Students add feelings to their beginning, middle and end of story</li> <li>• Students share their stories with partners</li> </ul>
<ul style="list-style-type: none"> <li>• Day 9: Writing Stories</li> </ul>	<p>SL.PE.1.1. W.WP.1.4.</p>	<ul style="list-style-type: none"> <li>• Teacher reads- Down the Road- using Think-Pair- Share and Turn to your partner questions</li> <li>• Students brainstorm stories about their own lives with a beginning, middle and end</li> <li>• Students share orally with their partners</li> <li>• Students begin writing a story about their own lives with a beginning, middle and end</li> <li>• Students share their favorite sentence with the class</li> </ul>
<ul style="list-style-type: none"> <li>• Day 10: Rereading and Telling More</li> </ul>	<p>W.WP.1.4.</p>	<ul style="list-style-type: none"> <li>• Teacher reviews- Down the Road</li> <li>• Discuss the story message and feelings</li> <li>• Students reread their stories and think about telling more</li> <li>• Students add feelings to the beginning, middle and end of their story</li> <li>• Students share their favorite sentence with their partners</li> </ul>
<ul style="list-style-type: none"> <li>• Day 11: Proofread Stories and Add illustrations</li> </ul>	<p>SL.UM.1.5. L.WF.1.3.</p>	<ul style="list-style-type: none"> <li>• Students choose 2 stories they have written with a beginning, middle and end this week</li> <li>• Students proofread and add illustrations to stories</li> </ul>
<ul style="list-style-type: none"> <li>• Day 12: Sharing as a Community</li> </ul>	<p>SL.II.1.2. SL.ES.1.3.</p>	<ul style="list-style-type: none"> <li>• Students sit in the Authors Chair and read their stories to the class</li> <li>• Classmates use prompts - I learned.., I found out.., I like your story because..</li> <li>• Students type their stories in their Google Doc and share with teacher to become part of their End of the Year Memory Book</li> </ul>

### Unit Learning Goals- Unit 5

The students will explore nonfiction by writing nonfiction about themselves  
 The students will learn how to use question marks, write opening and closing sentences and continue to tell more in their sentences

### Inclusive concepts

The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Whiteboards with Dry Erase Markers</li> <li>● Classroom Easel with Chart Paper for shared Stories</li> <li>● Smart Board</li> <li>● Writing Notebooks</li> <li>● 3 Part Story Packets ( beginning- middle and end)</li> <li>● Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Exploring Nonfiction</li> </ul>	L.RF.1.3. L.RF.1.4. RI.CI.1.2.	<ul style="list-style-type: none"> <li>● Pair students with new writing partners and introduce chapter 1-3 of the nonfiction book- Bees</li> <li>● Ask Think- Pair- Share questions</li> <li>● Discuss the story and facts we learned</li> <li>● Each pair will be given a nonfiction book to read and discuss</li> <li>● Write Freely in Writing notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 2: Exploring Nonfiction</li> </ul>	RI. CR.1.1. W.IW.1.2.	<ul style="list-style-type: none"> <li>● Teacher will read aloud- Meet My Neighbor, the Dentist</li> <li>● Ask questions throughout the book</li> <li>● Teacher introduces to game- Who am I? And model writing a fact sheet about themselves</li> <li>● Students generate questions to use on their</li> </ul>

		<p>own fact sheet</p> <ul style="list-style-type: none"> <li>● Students write 3-5 facts about themselves during writing time in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 3: Exploring Nonfiction</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>● Teacher introduces writing facts about our class</li> <li>● Generate a list of facts to add to a chart</li> <li>● Partners will agree on facts to write about the class</li> <li>● Partners write facts about the class</li> <li>● Partners share facts with the class and reflect writing with a partner</li> </ul>
<ul style="list-style-type: none"> <li>● Day 4: Exploring Nonfiction</li> </ul>	SL.PI.1.4.	<ul style="list-style-type: none"> <li>● Teacher introduces writing facts about a place in the school</li> <li>● Discuss walking around the school responsibly</li> <li>● Take an observation walk</li> <li>● List facts as a class that were observed</li> <li>● Agree on facts to write with partners</li> <li>● Partners write a fact sheet</li> </ul>
<ul style="list-style-type: none"> <li>● Day 5: Exploring Nonfiction</li> </ul>	SL.AS.1.6. W.WP.1.4.	<ul style="list-style-type: none"> <li>● Teacher helps students generate a list of Interview Questions to ask a partner</li> <li>● Teacher models writing an opening sentence</li> <li>● Teacher models interviewing and writing facts about a student on chart paper</li> <li>● Students will use a 3 page booklet for their interview</li> <li>● Students take turns beginning to interview their partners</li> </ul>
<ul style="list-style-type: none"> <li>● Day 6: Exploring Nonfiction</li> </ul>	W.WP.1.4. L.WF.1.3.	<ul style="list-style-type: none"> <li>● Teacher models adding to Interview questions on chart</li> <li>● Students continue interviewing their partners</li> <li>● Teacher models a closing sentence for the interview</li> <li>● Students write closing sentences for their interview</li> </ul>



<ul style="list-style-type: none"> <li>• Day 7: Proofreading and Publishing</li> </ul>	L.WF.1.3. SL.UM.1.5. W.WP.1.4.	<ul style="list-style-type: none"> <li>• Students reread their interview of partners to check that their writing makes sense</li> <li>• Students proofread for punctuation</li> <li>• Students proofread for spelling of words from the word wall and dictionaries</li> <li>• Students draw a portrait to their interview</li> </ul>
<ul style="list-style-type: none"> <li>• Day 8: Publishing</li> </ul>	SL.II.1.2.	<ul style="list-style-type: none"> <li>• Teacher reviews procedures for the Author's Chair (discussion prompts- I found out <b>or</b> I want to know)</li> <li>• Students share from the Author's Chair</li> <li>• Students type their interviews on the computer and share with teacher to be printed and published</li> </ul>
<ul style="list-style-type: none"> <li>• Day 9: Exploring Nonfiction</li> </ul>	SL.PE.1.1. W.RW.1.7.	<ul style="list-style-type: none"> <li>• Read aloud- Fire Trucks</li> <li>• Think-Pair -Share questions</li> <li>• Teacher models examining an object to write about on chart paper</li> <li>• Students and teacher reflect on Examining Objects in Nonfiction</li> <li>• Students write freely in their Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 10: Exploring Nonfiction</li> </ul>	L.WF.1.2.	<ul style="list-style-type: none"> <li>• Discuss handing an object responsibly with the class</li> <li>• Class generates facts about the object they brought in from home to write about</li> <li>• Students begin writing about their object</li> <li>• Students share 1 or 2 of their favorite sentences</li> </ul>
<ul style="list-style-type: none"> <li>• Day 11: Exploring Nonfiction</li> </ul>	W.IW.1.2.	<ul style="list-style-type: none"> <li>• Review and reread facts and details written about the object they started yesterday</li> <li>• Add 3 more details and facts about the object to tell more</li> <li>• Add an illustration to writing</li> <li>• Teacher models writing a closing sentence</li> <li>• Students write a closing sentence to their writing</li> </ul>

<ul style="list-style-type: none"> <li>• Day 12: Proofreading and Publishing</li> </ul>	L.WF.1.1. L.WF.1.2. L.WF.1.3.	<ul style="list-style-type: none"> <li>• Students reread and check their writing to be sure it makes sense</li> <li>• Proofread for punctuation</li> <li>• Proofread for spelling, using the Word Wall</li> <li>• Type their writing on Google Doc on their computer</li> <li>• Reflect on Writing Nonfiction</li> </ul>
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<b>Unit Learning Goals- Unit 6</b>
<p>The students will explore words through hearing, discussing and writing poems</p>

<b>Inclusive concepts</b>
<p>The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Whiteboards with Dry Erase Markers</li> <li>• Classroom Easel with Chart Paper for shared Stories</li> <li>• Smart Board</li> <li>• Writing Notebooks</li> <li>• 3 Part Story Packets ( beginning- middle and end)</li> <li>• Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>• Day 1: Exploring Poems and Words</li> </ul>	L.KL.1.1.	<ul style="list-style-type: none"> <li>• Read, visualize and act out the poem- Cat</li> <li>• Read, visualize and act out the poem - Jump and Jiggle</li> <li>• Explore movement words in both poems</li> <li>• Begin a Movement Word Chart</li> <li>• Write freely in Writing Notebook</li> </ul>

<ul style="list-style-type: none"> <li>• Day 2: Exploring Poems and Words</li> </ul>	L.VI.1.3.	<ul style="list-style-type: none"> <li>• Explore movement words in the poem- Lessie</li> <li>• Explore movement words in the poem- Swimming</li> <li>• Add movement words to the Movement Chart</li> <li>• Write a shared poem about movement titled- Hop</li> <li>• Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 3: Exploring Poems and Words</li> </ul>	W.IW.1.2.	<ul style="list-style-type: none"> <li>• Review and discuss the poems from the past 2 days</li> <li>• Explore movement words in the poem- Rope Rhyme</li> <li>• Work with partners to come up with movement words to add to our chart</li> <li>• Write a shared movement poem- Monkey Bars</li> <li>• Reflect on working with a partner</li> <li>• Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 4: Writing Poems</li> </ul>	W.AW.1.1.	<ul style="list-style-type: none"> <li>• Explore movement words in the poem- Hide and Seek Shadows</li> <li>• Explore movement words in the poem- Swinging</li> <li>• Visualize and generate ideas for a shared poem called- Recess</li> <li>• Children write their own poem about Recess</li> </ul>
<ul style="list-style-type: none"> <li>• Day 5: Exploring Poems and Words</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>• Read and discuss the poem- Riding on the Train</li> <li>• Read, discuss and explore sound words in the poem- Ears Hear</li> <li>• Write a shared poem similar to - Ears Hear</li> <li>• Questioning strategies- Think, Pair and Share</li> <li>• Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 6: Exploring Poems and Words</li> </ul>	SL.AS.1.6.	<ul style="list-style-type: none"> <li>• Read, discuss and explore sound words in the poem- Our Washing Machine</li> <li>• As a class, observe the classroom pencil</li> </ul>

		sharpener and generate words that describe it <ul style="list-style-type: none"> <li>• Create a chart with descriptive words</li> <li>• Students begin writing a poem about any object that makes a sound ( 15-20 minutes for writing)</li> <li>• Share poems with the class</li> </ul>
• Day 7: Exploring Poems and Words	L.WF.1.3.	<ul style="list-style-type: none"> <li>• Read, discuss and explore sound words in the poems- Showers and To Walk in Warm Rain</li> <li>• Generate ideas for a poem about thunderstorms- write on chart</li> <li>• Write a shared poem about a Thunderstorm</li> <li>• Reflect on Writing Poems</li> <li>• Write freely in Writing Notebooks</li> </ul>
• Day 8: Writing Poems	L.VI.1.3.	<ul style="list-style-type: none"> <li>• Read and discuss the poem- The March Winds</li> <li>• Generate a list of Weather Words for thunderstorms, rain, wind and tornadoes</li> <li>• Students write a Weather Poem with Sound Words ( 15-20 minutes for writing)</li> <li>• Share their favorite line from their poem and reflect on poems</li> </ul>
• Day 9: Writing Poems	L.WF.1.1.	<ul style="list-style-type: none"> <li>• Introduce and read the poem- Sleeping Bag</li> <li>• Generate ideas for a poem about a Stapler</li> <li>• Write a shared poem about a Stapler</li> <li>• Children choose an object from the class and begin writing a poem ( 15-20 min)</li> <li>• Share favorite part of poem with partner</li> </ul>
• Day 10: Writing Poems	W.RW.1.7.	<ul style="list-style-type: none"> <li>• Explore Similes in the poem- First Snow</li> <li>• Write a shared poem about A Marker</li> <li>• Continue to work on their Object Poem started yesterday, add illustrations</li> </ul>
• Day 11: Choosing and Reading Poems ALoud	W.WP.1.4.	<ul style="list-style-type: none"> <li>• Proofread poems about an Object</li> <li>• Teacher models reading a poem aloud slowly and carefully</li> </ul>

		<ul style="list-style-type: none"> <li>• Students practice reading their poems with partners before getting in the Author's Chair tomorrow</li> <li>• Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 12: Publishing and Sharing Poems</li> </ul>	SL.PE.1.1.	<ul style="list-style-type: none"> <li>• Review speaking clearly and listening respectfully</li> <li>• Share poems from the Author's Chair- using prompt- I imagined..</li> <li>• Type Poems on Google Doc</li> </ul>

<b>Unit Learning Goals- 7</b>
<p>The students will hear and discuss examples of Opinion Writing</p> <p>The students will write Opinion Pieces</p>

<b>Inclusive concepts</b>
<p>The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.</p>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Whiteboards with Dry Erase Markers</li> <li>• Classroom Easel with Chart Paper for shared Stories</li> <li>• Smart Board</li> <li>• Writing Notebooks</li> <li>• 3 Part Story Packets ( beginning- middle and end)</li> <li>• Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1: Exploring Opinion Writing</li> </ul>	W.AW.1.1.	<ul style="list-style-type: none"> <li>Introduce Opinion</li> <li>Read the Poem- Vegetables aloud</li> <li>Discuss the Author's Opinion and identify a reason to support it</li> <li>Write Freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>Day 2: Exploring Opinion Writing</li> </ul>	W.AW.1.1.	<ul style="list-style-type: none"> <li>Review the poem- Vegetables</li> <li>Introduce Writing Opinions about Foods</li> <li>Generate a list of Foods to add to a Chart</li> <li>Chart- Foods We Think Are The Best</li> <li>Write a Shared Piece About the Best Food</li> <li>Students choose a Food to Write About</li> <li>Teacher models writing a Closing Sentence</li> <li>Share Favorite Food Opinion Piece with Partners</li> </ul>
<ul style="list-style-type: none"> <li>Day 3: Exploring Opinion Writing</li> </ul>	W.AW.1.1. SL.II.1.2.	<ul style="list-style-type: none"> <li>Review Writing an Opinion about Foods</li> <li>Generate a list of Foods that are the Worst</li> <li>Chart- Worst Foods</li> <li>Write a Shared Opinion Piece About the Worst Foods</li> <li>Students choose their worst food and write an Opinion Piece</li> <li>Write a closing Sentence</li> <li>Briefly share writing with partners and reflect on working with a partner</li> </ul>
<ul style="list-style-type: none"> <li>Day 4: Proofreading and Publishing</li> </ul>	SL.AS.1.6. W.AW.1.1.	<ul style="list-style-type: none"> <li>Proofread Opinion Pieces about favorite and worst foods for spelling and punctuation</li> <li>Share their Pieces from the Author's Chair</li> <li>Discussion prompts- I found out or I want to know</li> <li>Type Opinion Pieces on their Google Doc</li> </ul>
<ul style="list-style-type: none"> <li>Day 5: Exploring Opinion Writing</li> </ul>	W.AW.1.1. L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> <li>Review Opinion Writing</li> <li>Read and discuss the book- Reading Makes You Feel Good</li> <li>Generate a list of Activities that the kids like</li> </ul>

		<p>and feel good about- chart paper</p> <ul style="list-style-type: none"> <li>● Model writing an Opinion Piece about an Activity that Makes Kids Feel Good</li> <li>● Students choose an activity to write an Opinion Piece about ( 15-20 min)</li> <li>● Write a closing Sentence</li> <li>● Share Opinion Piece with partners</li> </ul>
<ul style="list-style-type: none"> <li>● Day 6: Exploring Opinion Writing</li> </ul>	<p>W.AW.1.1. L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> <li>● Review the Model Opinion Piece from yesterday</li> <li>● Generate more Activities to add to the chart</li> <li>● Add to the Model Opinion Piece</li> <li>● Students choose another activity to write about ( 15-20)</li> <li>● Add a closing Sentence</li> <li>● Share with partners</li> </ul>
<ul style="list-style-type: none"> <li>● Day 7: Proofreading</li> </ul>	<p>W.WP.1.4.</p>	<ul style="list-style-type: none"> <li>● Reread their Opinion Piece from yesterday to check that it makes sense</li> <li>● Proofread for punctuation and spelling of words from the word wall</li> <li>● Add illustrations to writing</li> </ul>
<ul style="list-style-type: none"> <li>● Day 8: Publishing</li> </ul>	<p>SL.PE.1.1.</p>	<ul style="list-style-type: none"> <li>● Review procedures for the Author's Chair Sharing</li> <li>● Share opinion Pieces from the Author's Chair using prompt- I found out <b>or</b> I want to know</li> <li>● Reflect on Writing</li> <li>● Write Freely in Writing Notebooks</li> </ul>

**Unit Learning Goals- 8**

The students will reflect on what they enjoyed about writing this year, think about what their plans are for summer, and write lists of ideas for summer reading

**Inclusive concepts**

The Writing Community allows for all levels to work together at their individual pace and level during Writing and Small Group Learning.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Whiteboards with Dry Erase Markers</li> <li>● Classroom Easel with Chart Paper for shared Stories</li> <li>● Smart Board</li> <li>● Writing Notebooks</li> <li>● 3 Part Story Packets ( beginning- middle and end)</li> <li>● Writing Skills Book</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Reflect on Writing</li> </ul>	SL.PE.1.1. SL.AS.1.6.	<ul style="list-style-type: none"> <li>● Discuss the goals for the week</li> <li>● Discuss what the students liked writing about this year- make a chart</li> <li>● Students will write about what they liked best about writing this year ( 20 min)</li> <li>● Students will share their writing in the Author's Chair</li> <li>● Type their Writing on their computer in Google Doc and share with teacher to print out for Memory Book</li> </ul>
<ul style="list-style-type: none"> <li>● Day 2: Reflect on Writing</li> </ul>	SL.ES.1.3.	<ul style="list-style-type: none"> <li>● Students look through through their Memory book of writings</li> <li>● Select a piece from the beginning of the year, middle and closer to the end of the year</li> <li>● Reread, think and share how their writing has changed</li> <li>● Share writings from Author's Chair</li> <li>● Students use questioning and sharing prompts- I noticed that... <b>or</b> I think...</li> <li>● Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>● Day 3: Planning for summer writing</li> </ul>	SL.UM.1..5.	<ul style="list-style-type: none"> <li>● Teacher will introduce the Summer Writing Book (This is to be filled with the children's</li> </ul>



		<p>writing throughout the summer)</p> <ul style="list-style-type: none"> <li>• Class will generate a list of writing ideas- create a chart entitled Summer Writing Ideas</li> <li>• Students will illustrate the cover of their Summer Writing Book</li> <li>• Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 4: Reflect on Community</li> </ul>	W.RW.1.7.	<ul style="list-style-type: none"> <li>• Introduce writing about our Community</li> <li>• Write a shared letter about working together for next year's first graders - chart paper</li> <li>• Questioning strategies.. Think, pair, share- What should we say? What rules should the new first graders follow?</li> <li>• Teacher models drawing a self portrait</li> <li>• Students draw a self portrait to be attached to the class welcoming letter to next year's first grade</li> <li>• Reflect on students' growth as caring community members</li> <li>• Write freely in Writing Notebook</li> </ul>
<ul style="list-style-type: none"> <li>• Day 5: Writing throughout the Week</li> </ul>	L.WF.1.3.	<ul style="list-style-type: none"> <li>• Think, Pair, Share- Things we have done this year - create a chart</li> <li>• Create a book- Our Favorite Things we did in First Grade</li> <li>• Children write freely about this topic for 20 minutes</li> </ul>