



Writing Pacing Guide

Grade 1

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Around the Neighborhood	25 days	25 days
MP1	FLEX DAYS	5 days	30 days
MP1-2	Unit 2 – Sharing Time	25 days	55 days
MP2	FLEX DAYS	5 days	60 days
MP2	Unit 3 – Nature Near and Far	25 days	85 days
MP2	FLEX DAYS	5 days	90 days
MP3	Unit 4 – Exploring Together	25 days	115 days
MP3	FLEX DAYS	5 days	120 days
MP3-4	Unit 5 – Watch Us Grow	25 days	145 days
MP4	FLEX DAYS	5 days	150 days
MP4	Unit 6 – Three Cheers for Us!	25 days	175 days
MP4	FLEX DAYS	5 days	180 days

Pemberton Township School District

First Grade Writing

Unit Title: Unit 1: Around the Neighborhood – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

W.1.3
W.1.5
W.1.6
W.1.7
W.1.8
RL.1.1
RL.1.2
RL.1.3
RL.1.4
RL.1.5
RL.1.6
RL.1.7
RL.1.9
RL.1.10
SL.1.1
SL.1.2
SL.1.3
SL.1.4
SL.1.5
SL.1.6
L.1.1
L.1.2
L.1.4
L.1.5
L.1.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

First Grade Writing

Central Idea / Enduring Understanding:

Students will...

- Write labels.
- Give details to help the reader better understand the writing.
- Use nouns in labels to name people and animals.
- Write captions to give information about places and things.
- Write complete sentences.
- Use action verbs to tell what people or things do.
- Not use the same words over and over to describe people, places, or things.
- Use just the right words and phrases in writing.
- Use adjectives to describe size, shape, color, and number.
- Plan, draft, revise, and edit a picture with labels.
- Plan, draft, revise, and edit a picture with a caption.
- Plan, draft, revise, and edit a picture of an activity with sentences.
- Plan, draft, revise, and edit a class story together.

Essential/Guiding Question:

- What makes great labels?
- What makes a great caption?
- What makes great sentences that tell about an activity?
- What makes great class stories?
- Did I give enough interesting details to explain my ideas?
- Did I use nouns in my labels?
- Did I use nouns in my caption?
- What do action verbs tell?
- Did I use adjectives to describe my ideas clearly?

Pemberton Township School District

First Grade Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write About Us
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Ideas, Word Choice
- **Graphic Organizer:** Column Chart
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **My Writing Rubric in Journeys:** Students' Self-Evaluation
- **Writer's Checklist in Journeys**
- **Daily Proofreading Practice**
- **Academic Language:** label, detail, caption, noun, sentence, action verb, adjective

Skills(Objectives):

- Labels
- Details
- Nouns
- Captions
- Complete sentences
- Class story
- Action verbs
- Adjectives
- Plan
- Draft
- Revise
- Edit

Pemberton Township School District

First Grade Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 1:** Picture with Labels
- **Lesson 2:** Picture with Caption
- **Lesson 3:** Picture of Activity with Sentences
- **Lesson 4 & 5:** Class Story
- **Use First Grade district rubric for scoring**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

First Grade Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – Lesson 1 in Journeys

Writing About Us:

- **Teaching Point: Name Characteristics of Labels**
– Use *Pictures and Labels with Details* to model writing labels. T23
Shared Writing – Students draw three school friends and label.
- **Teaching Point: Write Labels with Details** – Use *What is a Pal?* and *Giving Details* to model giving details that answer the question *Who?* or *What?* T41
Guided Writing – Students brainstorm to add more details to the picture.
- **Teaching Point: Plan Labels** – Use *Planning My Pictures and Labels with Details* to model choosing a topic and details. T51
Independent Writing – Students use prompt to select a topic and draw details by answering the questions *Who?* and *What?*
- **Teaching Point: Draft Labels** – Use *What is a Pal?* and *Drafting My Pictures and Labels* to model drafting by using nouns for people and animals. T67
Independent Writing – Students color their drawings and add labels.
- **Teaching Point: Revise and Proofread Labels** – Using *Revising Dan's Draft*, discuss the revisions made by the student writer. T68, 69
Independent Writing – Students revise, edit, and complete their draft.

Grammar:

- **Teaching Point: Nouns** – Introduce nouns that name people and animals. T22, 40, 50, 60, 68, 69

Resources:

Week 1 – Lesson 1 in Journeys

- Projectable 1.1
- Mentor Text: *What is a Pal?* by Nina Crews
- Projectable 1.5
- Student Practice Workbook pg. 6
- Projectable 1.9
- Student Practice Workbook pg. 11
- Mentor Text: *Let's Go to the Moon!* by Stephen Swinburne
- Projectable 16.11
- Student Practice Workbook pg. 11
- Projectable 1.12
- Student Practice Workbook pg. 11
- Completed Student Picture with Labels
- Projectable 1.4, 1.8
- Student Practice Workbook pg. 5

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 2 – Lesson 2 in Journeys

Writing About Us:

- **Teaching Point: Write Captions** – Use *Pictures with Captions* to model writing captions. T115
Shared Writing – Students write captions for pictures of different locations in the school.
- **Teaching Point: Write Captions with Details** – Use *The Storm* and *Details* to model using details to tell about places and things. T133
Guided Writing – Students select a picture from a favorite book and write or dictate a caption using a sentence frame.
- **Teaching Point: Plan a Caption for a Drawing** – Use *Planning My Caption* to model drawing a picture and thinking of details to add to a caption.
Independent Writing – Students use prompt to select a topic, draw a picture, and write words for a caption.
- **Teaching Point: Draft Captions** – Use *The Storm* and *Drafting My Caption* to model writing a caption. T153
Independent Writing – Students draft their captions.
- **Teaching Point: Revise and Proofread Captions** – Using *Revising Kit's Draft*, discuss the revisions made by the student writer. T160, 161
Independent Writing – Students revise, edit, and complete their draft.

Grammar:

- **Teaching Point: Nouns** – Introduce nouns that name places and things. T114, 132, 142, 160, 161

Learning Opportunities/Strategies:

Resources:

Week 2 – Lesson 2 in Journeys

- Projectable 2.1
- Mentor Text: *The Storm* by Raul Colon
- Projectable 2.5
- Student Practice Workbook pg. 20
- Sentence Frame
- Projectable 2.9
- Student Practice Workbook pg. 25
- Mentor Text: *The Storm* by Raul Colon
- Projectable 2.11
- Student Practice Workbook pg. 25
- Projectable 2.12
- Student Practice Workbook pg. 25
- Completed Student Picture with Caption
- Projectable 2.4, 2.8
- Student Practice Workbook pg. 19

Pemberton Township School District

First Grade Writing

Week 3 – Lesson 3 in Journeys

Writing About Us:

- **Teaching Point: Name Parts of Sentences** – Use *Complete Sentences* to model writing a complete sentence. T207
Shared Writing – Students choose a school activity and records ideas in pictures or words.
- **Teaching Point: –Write Sentences with Exact Nouns** – Use *Curious George at School* and *Using Exact Nouns* to model writing sentences with exact nouns. T225
Guided Writing – Students choose a topic, draw a picture of the activity, and use nouns to write sentences.
- **Teaching Point: Plan Sentences** – Use *Planning My Sentences* to model choosing a topic and action verbs to tell what people or things do. T235
Independent Writing – Students choose verbs and draw pictures with details of the activity.
- **Teaching Point: Draft Sentences** – Use *Curious George at School* and *Drafting My Sentences* to model how to draft sentences. T245
Independent Writing – Students use drawings and verbs to draft their sentences.
- **Teaching Point: Revise and Proofread Sentences** – Using *Revising Leah’s Draft*, discuss the revisions made by the student writer. T252, 253
Independent Writing – Students revise, edit, and complete a final copy of their drafts.

Grammar:

- **Teaching Point: Action Verbs** – Introduce words that show action. T206, 224, 234, 250, 251

Learning Opportunities/Strategies:

Week 4 – Lesson 4

Resources:

Week 3 – Lesson 3 in Journeys

- Projectable 3.1
- Mentor Text: *Curious George at School* by Margret and H. A. Reys
- Projectable 3.5
- Student Practice Workbook pg. 34
- Projectable 3.9
- Student Practice Workbook pg. 39
- Projectable 3.11
- Student Practice Workbook pg. 39
- Projectable 3.12
- Student Practice Workbook pg. 39
- Completed Student Picture of Activity with Sentences
- Projectable 3.4, 3.8
- Student Practice Workbook pg. 33, 42

Pemberton Township School District

First Grade Writing

Writing About Us:

- **Teaching Point: Create Sentences for a Class Story** – Use *Sentences with Details* to model how to write about things that really happen. T299
Shared Writing – Students use the topic sentence and add detail sentences.
- **Teaching Point: Use Words That Are Just Right** – Use *Lucia's Neighborhood* and *Using Words That Are Just Right* to model describing people, places, or things. T319
Guided Writing – Students draw picture of a class trip and use sentence frames to describe what they did and saw.
- **Teaching Point: Plan a Class Story** – Use prompt to model listing topic ideas and tell the story out loud. T329
Independent Writing – Students use prompt, choose a topic, and tell the story out loud.
- **Teaching Point: Plan a Class Story** – Use *Lucia's Neighborhood* and *Planning A Class Story* to model completing details about the class story. T339
Independent Writing – Students suggest sentences based on the details and teacher records.
- **Teaching Point: Finish Planning a Class Story** – Use Student Book pg. 106-107 to study how a class planned a class story. T346, 347
Independent Writing – Students add details to the class story.

Grammar:

- **Teaching Point: Adjectives** – Introduce adjectives that describe size and shape. T298, 318, 328, 344, 345

Learning Opportunities/Strategies:

Week 5 – Lesson 5

Resources:

Week 4 – Lesson 4

- Projectable 4.1
- Mentor Text: *Lucia's Neighborhood* by George Ancona
- Projectable 4.5
- Student Practice Workbook pg. 48
- Class Story Prompt
- Mentor Text: *Lucia's Neighborhood* by George Ancona
- Projectable 4.9
- Student Book pg. 106-107
- Draft Class Story
- Projectable 4.4, 4.8
- Student Practice Workbook pg. 47, 52, 55

Pemberton Township School District

First Grade Writing

Writing About Us:

- **Teaching Point: Add Details to Class Story** –Use *Ordered Sentences* to model how people write about themselves. T393
Shared Writing – Students use the topic sentence and add detail sentences.
- **Teaching Point: Write Sentences with Adjectives That Tell More** – Use *Gus Takes the Train* and *Telling More* to model adding adjectives. T413
Guided Writing – Students write a simple sentence about what they are wearing and add color adjectives.
- **Teaching Point: Plan a Class Story** – Use *Planning a Class Story* to model how a class wrote their class story. T423
Independent Writing – Students use prompt, brainstorm topic ideas, select topic, and class suggest details while teacher records.
- **Teaching Point: Draft a Class Story** – Use *Planning a Class Story* to model turning two details into sentences. T433
Independent Writing – Students turn class story details into complete sentences.
- **Teaching Point: Revise and Proofread a Class Story** – Using *Revising Mrs. Tam’s Class’s Draft*, study the revisions made by the class. T441, 442
Independent Writing – Students revise and edit the class story together.

Grammar:

- **Teaching Point: Adjectives** – Introduce that adjectives that describe color and number. T392, 412, 422, 438, 439

Resources:

Week 5 – Lesson 5

- Projectable 5.1
- Mentor Text: *Gus Takes the Train* by Russell Benfanti
- Projectable 5.5
- Student Practice Workbook pg. 61
- Projectable 5.9
- Class Story Plan
- Projectable 5.9
- Class Story Plan
- Class Story Draft
- Projectable 5.11
- Completed Class Story
- Projectable 5.4, 5.8
- Student Practice Workbook pg. 60, 65, 68

Pemberton Township School District First Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer’s Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer’s Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

First Grade Writing

Unit Title: Unit 2: Sharing Time – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

W.1.3
W.1.5
W.1.6
W.1.7
W.1.8
RL.1.1
RL.1.2
RL.1.3
RL.1.4
RL.1.5
RL.1.6
RL.1.7
RL.1.9
RL.1.10
SL.1.1
SL.1.2
SL.1.3
SL.1.4
SL.1.5
SL.1.6
L.1.1
L.1.2
L.1.4
L.1.5
L.1.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
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Pemberton Township School District

First Grade Writing

Central Idea / Enduring Understanding:

Students will...

- Use sense words to describe a topic.
- Use adjectives that describe what something looks, feels, sounds, and smells like.
- Think about the order of details.
- Express strong feelings when writing.
- Plan, draft, revise, and edit sentences that describe.
- Plan, draft, revise, and edit a descriptive poem.
- Plan, draft, revise, and edit a thank-you note.
- Plan, draft, revise, and edit a description.
- Use complete sentences in speaking and writing.
- Understand sentence parts.
- Write statements correctly.
- Write singular and plural nouns correctly.
- Use prepositions that tell when and where.

Essential/Guiding Question:

- What makes great sentences that describe?
- What makes great poems that describe?
- What makes a great thank-you note?
- What makes a great description?
- What is a sense word?
- Do my words help me to see, hear, feel, smell, or taste things?
- Are my details in order?
- Did I use words to show excitement?
- What is a sentence?
- Is it a sentence?

Pemberton Township School District

First Grade Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Describe
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Ideas, Word Choice, Voice, Organization
- **Graphic Organizer:** Web Map, Thank-you Note Frame
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **My Writing Rubric in Journeys:** Students' Self-Evaluation
- **Writer's Checklist in Journeys**
- **Daily Proofreading Practice**
- **Academic Language:** describe, topic, sense word, sentence, adjective, topic, topic sentence, subjects, predicates, statements, singular nouns, plural nouns, prepositions

Skills(Objectives):

- Describing sentences
- Descriptive poem
- Thank-you note
- Sense words
- Adjectives
- Topic sentence
- Details
- Plan
- Draft
- Revise
- Edit
- Publish
- Complete sentences
- Subjects and predicates
- Statement
- Singular and plural nouns
- Prepositions

**Pemberton Township School District
First Grade Writing**

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 6:** Sentences That Describe A Topic
- **Lesson 7:** Descriptive Poem
- **Lesson 8:** Thank-you Note
- **Lesson 9 & 10:** Description

- **Use First Grade district rubric for scoring**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

First Grade Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 6 – Lesson 6 in Journeys

Write to Describe:

- **Teaching Point: Sentences That Describe** – Use *Sentences That Describe* to model writing using sensory words. T23
Shared Writing – Students brainstorm sensory words to describe the weather.
- **Teaching Point: Write Sentences That Describe** – Use *Jack and the Wolf* and *Using Sense Words* to model writing sentences that describe. T43
Guided Writing – Students draw a picture of a zoo and complete a sentence frame describing the zoo.
- **Teaching Point: Plan Sentences That Describe** – Use *Planning My Sentences* to model choosing a topic and sensory words to describe it. T53
Guided Writing – Students use prompt to select a topic and *Graphic Organizer: Web Map* to write sense words that describe topic.
- **Teaching Point: Draft Sentences That Describe** – Use *Drafting My Sentences* to model turning details into sentences. T63
Independent Writing – Students add details to their graphic organizer and draft sentences that describe.
- **Teaching Point: Revise and Proofread Sentences That Describe** – Using *Revising Ken's Draft*, discuss the revisions made by the student writer. T70, 71
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Complete Sentences** – Identify and use complete sentences. T22, 42, 52, 68, 69

Resources:

Week 6 – Lesson 6 in Journeys

- Projectable 6.1
- Mentor Text: *Jack and the Wolf* by Chris Sheban
- Student Practice Workbook pg. 74
- Projectable 6.9
- Student Practice Workbook pg. 79
- Projectable 6.11
- Student Practice Workbook pg. 79
- Projectable 6.12
- Completed Student Sentences That Describe a Topic
- Projectable 6.4, 6.8
- Student Practice Workbook pg. 73, 82

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 7 – Lesson 7 in Journeys

Write to Describe:

- **Teaching Point: Name Parts of and Write Together Sentences That Describe** – Use *Sentences That Describe* to model descriptive poems. T117
Shared Writing – Students write a descriptive poem about a pet.
- **Teaching Point: Write Sentences That Describe Using Adjectives** – Use *How Animals Communicate* and *Adjectives* to model writing with descriptive adjectives. T137
Guided Writing – Students draw something they have seen an animal do and complete sentence frame to describe their picture.
- **Teaching Point: Plan a Poem That Describes** – Use *Planning My Poem* to model choosing a topic and descriptive words to describe it. T147
Independent Writing – Students use prompt to select a topic and *Graphic Organizer: Web Map* to write adjectives that describe the topic.
- **Teaching Point: Draft Sentences That Describe** – Use *How Animals Communicate* and *Drafting My Poem* to model writing drafting a poem that uses adjectives. T157
Independent Writing – Students add adjectives to their graphic organizer and draft their poem.
- **Teaching Point: Revise and Proofread Poems That Describe** – Using *Revising Nori's Draft*, discuss the revisions made by the student writer. T164
Independent Writing – Students revise, edit, and complete a final copy of their poem.

Grammar:

- **Teaching Point: Sentence Parts (Subjects and Predicate)** – T116, 136, 146, 162, 163

Resources:

Week 7 – Lesson 7 in Journeys

- Projectable 7.1
- Mentor Text: *How Animals Communicate* by William Munoz
- Projectable 7.5
- Projectable 7.9
- Student Practice Workbook pg. 93
- Mentor Text: *How Animals Communicate* by William Munoz
- Projectable 7.11
- Projectable 7.12
- Completed Student Descriptive Poem
- Projectable 7.4, 7.8
- Student Practice Workbook pg. 87, 96

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 8 – Lesson 8 in Journeys

Write to Describe:

- **Teaching Point: Identify Parts and Write Together a Thank-you Note** – Use *Thank-you Note* to model writing a thank-you note. T210
Shared Writing – Students write a thank-you note to someone in the school.
- **Teaching Point: Write Thank-you Note Using Exact Nouns** – Use *A Musical Day* and *Using Exact Adjectives* to model writing a thank-you note using exact adjectives. T231
Guided Writing – Students use sentence frames to write a thank-you note.
- **Teaching Point: Plan a Thank-you Note** – Use *Planning My Thank-you Note* to model completing the graphic organizer. T240
Independent Writing – Students use prompt and complete graphic organizer to plan a thank-you note.
- **Teaching Point: Draft a Thank-you Note** – Use *Musical Day* and *Drafting My Thank-you Note* to model using a strong voice while drafting a thank-you note. T251
Independent Writing – Students draft their own thank-you note.
- **Teaching Point: Revise and Proofread a Thank-you Note** – Using *Revising Beth's Draft*, study the revisions made by the student writer. T258
Independent Writing – Students revise, edit, and complete a final copy of their thank-you note.

Grammar:

- **Teaching Point: Statements** – Identify and make, and write statements. T210, 230, 240, 256, 266

Resources:

Week 8 – Lesson 8 in Journeys

- Projectable 8.1
- Mentor Text: *A Musical Day* by Jardine Nolen
- Projectable 8.5
- Projectable 8.9
- Student Practice Workbook pg. 107
- Mentor Text: *A Musical Day* by Jardine Nolen
- Projectable 8.11
- Student Practice Workbook pg. 107
- Projectable 8.12
- Completed Student Thank-you Note
- Projectable 8.4, 8.8
- Student Practice Workbook pg. 101, 110

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 9 – Lesson 9

Write to Describe:

- **Teaching Point: Name Parts of and Write a Description Together** – Use Sentences That Describe to model writing a description. T305
Shared Writing – Students generate a description about a make-believe animal.
- **Teaching Point: Write Descriptive Sentences** – Use *Dr. Seuss* to model using adjectives to describe how things look. T325
Guided Writing – Students draw a make-believe animal and write or dictate descriptive sentences.
- **Teaching Point: Choose a Topic and Explore Ideas for a Description** – Use prompt and a Curious George books to model brainstorming ideas for a description. T335
Shared Writing – Students choose a character from a well-known book and complete sentence frame to plan ideas.
- **Teaching Point: Plan a Description – Use *Dr. Seuss* and *Planning My Description*** to model writing a poem about foods. T293
Independent Writing – Students use *Graphic Organizer: Web Map* to write details about their topic.
- **Teaching Point: Planning a Description** – Use Student Book pg. 120-121 to study how a student writer planned a description.
Independent Writing – Students check their graphic organizer to add adjectives.

Grammar:

- **Teaching Point: Nouns** – Identify and use singular and plural nouns. T304, 324, 334, 350, 351

Resources:

Week 9 – Lesson 9

- Projectable 9.1
- Mentor Text: *Dr. Seuss* by Helen Lester
- Student Practice Workbook pg. 116
- Mentor Text: *Curious George* Books
- Sentence Frame
- Mentor Text: *Dr. Seuss* by Helen Lester
- Projectable 9.10
- Graphic Organizer: Web Map
- Student Book pg. 120-121
- Graphic Organizer: Web Map
- Projectable 9.4, 9.8
- Student Practice Workbook pg. 115, 124

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 10 – Lesson 10

Write to Describe:

- **Teaching Point: Draft a Description** – Use *Drafting My Description* to model drafting a description. T399
Shared Writing – Students use their graphic organizer to add details.
- **Teaching Point: Draft a Topic Sentence and Descriptive Details** – Use *The Cupcake Party and Writing a Topic sentence* to model how to begin a description. T419
Guided Writing – Students practice writing a topic sentence.
- **Teaching Point: Continue Drafting a Description** – Use *The Cupcake Party* to model writing details into sentences while thinking about the order they are going in. T429
Independent Writing – Students draft their description using details that help the reader visualize.
- **Teaching Point: Finish Drafting a Description** – Use *The Cupcake Party* to model using a strong voice. T439
Independent Writing – Students draft their descriptions.
- **Teaching Point: Revise and Proofread a Description** – Use *Revising Evan’s Draft* to study the revisions made by the student writer. T 446
Independent Writing – Students revise, edit, and write a final copy of their description.

Grammar:

- **Teaching Point: Prepositions** – Understand and use prepositions that tell when or where. T398, 418, 428, 446, 447

Resources:

Week 10 – Lesson 10

- Projectable 10.1
- Graphic Organizer: Web Map

- Projectable 10.1
- Mentor Text: *The Cupcake Party* by David McPhail
- Student Practice Workbook pg. 130

- Mentor Text: *The Cupcake Party* by David McPhail
- Graphic Organizer: Web Map

- Mentor Text: *The Cupcake Party* by David McPhail
- Student Draft

- Projectable 10.10
- Student Draft

- Projectable 10.4. 10.8
- Student Practice Workbook pg. 129, 134

Pemberton Township School District First Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer’s Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer’s Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

First Grade Writing

Unit Title: Unit 3: Nature Near and Far – Informational Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

W.1.2
W.1.5
W.1.6
W.1.7
W.1.8
RI.1.1
RI.1.2
RI.1.3
RI.1.4
RI.1.5
RI.1.6
RI.1.7
RI.1.8
RI.1.9
RI.1.10
SL.1.1
SL.1.2
SL.1.3
SL.1.4
SL.1.5
SL.1.6
L.1.1
L.1.2
L.1.4
L.1.5
L.1.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

First Grade Writing

Central Idea / Enduring Understanding:

Students will...

- Write or draw pictures that inform.
- Use adverbs to tell how things happen.
- Tell information in the correct order.
- Write facts that support the main idea.
- Take notes to research a topic.
- Add information that tells more about the details.
- Choose just the right words and phrases so the reader can see the ideas in their mind.
- Plan, draft, revise, and edit sentences that inform.
- Plan, draft, revise, and edit a letter with instructions.
- Plan, draft, revise, and edit a research report.
- Use titles for people, animals, and places.
- Understand parts of a sentence.
- Use verbs that tell about present and past time.
- Identify and use *is*, *are*, *was* and *were* as main verbs.

Essential/Guiding Question:

- What makes great sentences that inform?
- Why do writers write to inform?
- What makes great instructions?
- What makes a great report?
- Did I use time-order words?
- Is my writing focused on one main idea?
- How do writers do research?
- What makes great sentences that inform?
- Did I choose words that clearly expressed my ideas?

Pemberton Township School District

First Grade Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Inform
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Ideas, Word Choice
- **Graphic Organizer:** Idea-Support Map
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **My Writing Rubric in Journeys:** Students' Self-Evaluation
- **Writer's Checklist in Journeys**
- **Daily Proofreading Practice**
- **Academic Language:** inform, detail, adverb, instruction, time-order words, topic, main idea, research, proper noun, subject, verb, verb tense

Skills(Objectives):

- Sentences that inform
- Instructions
- Research report
- Details
- Adverbs
- Time-order words
- Topic
- Topic sentence
- Main idea
- Facts
- Research
- Take notes
- Details
- Exact words
- Using own words to write a research report
- Proper nouns that name people, animals, and places
- Subjects and verbs in sentences
- Present and past tense verbs
- *Is, are, was and were* as main verbs

**Pemberton Township School District
First Grade Writing**

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 11:** Sentences That Inform
- **Lesson 12:** Letter with Instructions
- **Lesson 13:** Sentences That Inform
- **Lesson 14 & 15:** Research Report

- **Use First Grade district rubric for scoring**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

**Pemberton Township School District
First Grade Writing**

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 11 – Lesson 11 in Journeys

Write to Inform:

- **Teaching Point: Sentences That Inform** – Use *Sentences That Inform* to model writing sentences that tell facts. T23
Shared Writing – Students choose an animal and use words or pictures to record facts.

- **Teaching Point: Write Sentences That Inform with Details That Tell How** – Use *Sea Animals* and *Words That Tell How* to model writing sentences using words that tell how. T45
Guided Writing – Students choose animals described in *Sea Animals* and generate verbs and adverbs that tell how.

- **Teaching Point: Choose Topic to Plan Sentences That Inform** – Use *Planning My Sentences* to model choosing a topic and facts. T55
Independent Writing – Students use prompt to select a topic and list true facts.

- **Teaching Point: Draft Sentences That Inform** – Use *Sea Animals* and *Drafting My Sentences* to model drafting sentences that inform. T65
Independent Writing – Students add facts and draft sentences that inform.

- **Teaching Point: Revise and Proofread Sentences That Inform** – Using *Revising Jay’s Draft*, discuss the revisions made by the student writer. T72, 73
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Proper Nouns That Name People and Animals** – T22, 44, 54, 70, 71

Resources:

Week 11 – Lesson 11 in Journeys

- Projectable 11.1

- Mentor Text: *Sea Animals* by Norbert Wu
- Projectable 11.5
- Student Practice Workbook pg. 143

- Projectable 11.9
- Student Practice Workbook pg. 148

- Projectable 11.11
- Student Practice Workbook pg. 148

- Projectable 11.12
- Completed Student Sentences That Inform

- Projectable 11.4, 11.8
- Student Practice Workbook pg. 142, 151

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 12 – Lesson 12 in Journeys

Write to Inform:

- **Teaching Point: Name Parts of and Write Instructions** – Use *Writing Model* to model writing instructions. T119
Shared Writing – Students write instructions on how to dress on a rainy day.
- **Teaching Point: Write Instructions Using Order Words** – Use *How Leopards Got Their Spots* and *Order Words* to model writing instructions using first, next, and last. T141
Guided Writing – Students draw steps for making a peanut butter sandwich.
- **Teaching Point: Planning Instructions** – Use *Planning My Instructions* to model choosing a topic and record steps using time-order words. T151
Independent Writing – Students use prompt to select a topic and write steps using time-order words.
- **Teaching Point: Draft Instructions** – Use *How Leopards Got Their Spots* and *Drafting My Letter with Instructions* to model drafting instructions. T161
Independent Writing – Students draft their instructions.
- **Teaching Point: Revise and Proofread Letters with Instructions** – Using *Revising Akil's Draft*, discuss the revisions made by the student writer. T168, 169
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Proper Nouns That Name Places** (city/town and state/country) – T118, 140, 150, 166, 167

Resources:

Week 12 – Lesson 12 in Journeys

- Projectable 12.1
- Mentor Text: *How Leopards Got Their Spots* by Gerald McDermott
- Projectable 12.5
- Student Practice Workbook pg. 157
- Projectable 12.9
- Student Practice Workbook pg. 162
- Mentor Text: *How Leopards Got Their Spots* by Gerald McDermott
- Projectable 12.11
- Student Practice Workbook pg. 162
- Projectable 12.12
- Completed Student Letter with Instructions
- Projectable 12.4, 12.8
- Student Practice Workbook pg. 156, 165

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 13 – Lesson 13 in Journeys

Write to Inform:

- **Teaching Point: Write Sentences That Inform** – Use *Sentences That Inform* to model writing facts. T215
Shared Writing – Students write sentences that inform about summer.
- **Teaching Point: Write Sentences That Inform with a Main Idea and Details** – Use *Seasons* and *Main Idea* to model writing sentences that are about the main idea. T237
Guided Writing – Students choose a season and draw facts about the season.
- **Teaching Point: Plan Sentences That Inform with a Main Idea** – Use *Planning My Sentences* to model choosing a topic and listing facts. T247
Independent Writing – Students use prompt, choose a topic, and list facts.
- **Teaching Point: Draft Sentences That Show Cause and Effect** – Use *Seasons* and *Drafting My Sentences* to model turning a list of facts into sentences. T257
Independent Writing – Students draft their facts.
- **Teaching Point: Revise and Proofread Sentence That Inform** – Using *Revising Kyle's Draft*, discuss the revisions made by the student writer. T264, 265
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Use Subjects and Verbs in Sentences** – T214, 236, 246, 262, 263

Resources:

Week 13 – Lesson 13 in Journeys

- Projectable 13.1
- Mentor Text: *Seasons* by Pat Cummings
- Projectable 13.5
- Projectable 13.9
- Student Practice Workbook pg. 176
- Mentor Text: *Seasons* by Pat Cummings
- Projectable 13.11
- Projectable 13.12
- Completed Student Sentences That Inform
- Projectable 13.4, 13.8
- Student Practice Workbook pg. 170, 179

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 14 – Lesson 14

Write to Inform:

- **Teaching Point: Name Parts of a Research Report and Write a Class Report** – Use *Report* to model the parts of a research report. T311
Shared Writing – Students use *The Prickly Pride of Texas* to write facts about cactus.
- **Teaching Point: Take Notes** – Use *The Prickly Pride of Texas* and *Taking Notes* to model taking notes to remember information. T333
Guided Writing – Students practice taking notes.
- **Teaching Point: Choosing a Topic and Explore Ideas** – Using a prompt model brainstorming topic ideas and write questions about the topic. T343
Independent Writing – Students use prompt, choose an animal, and write questions about their animal.
- **Teaching Point: Planning a Research Report** – Use *The Prickly Pride of Texas* and *Planning My Report* to model looking for information on a topic. T353
Independent Writing – Students use *Graphic Organizer: Idea-Support Map* to complete research on a tiger.
- **Teaching Point: Finish Planning a Research Report** – Use Student Book pg. 132-133 to study how a student writer planned a research report. T360, 361
Independent Writing – Students check to make sure their notes help them remember important facts and details.

Grammar:

- **Teaching Point: Present and Past Tense Verbs** – T310, 332, 342, 352, 358, 359

Resources:

Week 14 – Lesson 14

- Projectable 14.1
- Mentor Text: *The Prickly Pride of Texas*
- Mentor Text: *The Prickly Pride of Texas*
- Projectable 14.5
- Research Prompt
- Mentor Text: *The Prickly Pride of Texas*
- Projectable 14.10
- Graphic Organizer: Idea-Support Map
- Online Information, books, articles
- Student Book pg. 132-133
- Projectable 14.4, 14.8
- Student Practice Workbook pg. 184, 189, 193

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 15 – Lesson 15

Write to Inform:

- **Teaching Point: Draft a Research Report** –Use *Drafting My Report* to model writing a topic sentence and details sentences that give facts. T407
Shared Writing – Students practice turning details into sentences and then begin drafting their report.
- **Teaching Point: Using Clear Words** – Use *Animal Groups* and *Using Clear Words* to model using clear words. T429
Guided Writing – Students continue to draft their research report using exact words.
- **Teaching Point: Draft a Research Report** – Use *Animal Groups* to model how writers use their own words to write a report. T439
Independent Writing – Students continue to draft their research report.
- **Teaching Point: Using the Verb *be*** – Use *Animal Groups* to model when to use the word *is* and *are*. T449
Independent Writing – Students continue to draft their research report.
- **Teaching Point: Revise and Proofread a Research Report** – Using *Revising Lena’s Draft*, study the revisions made by the student writer. T457, 458
Independent Writing – Students write a final copy of their research report.

Grammar:

- **Teaching Point: The use of *is, are, was* and *were* as main verbs** – T310, 406, 438, 454, 455

Resources:

Week 15 – Lesson 15

- Projectable 15.1
- Mentor Text: *Animal Groups* by James Bruchac
- Projectable 15.1
- Student Draft
- Mentor Text: *Animal Groups* by James Bruchac
- Student Draft
- Mentor Text: *Animal Groups* by James Bruchac
- Student Draft
- Projectable 15.10
- Completed Student Research Report
- Projectable 15.4, 15.8
- Student Practice Workbook pg. 203, 206

Pemberton Township School District First Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer’s Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer’s Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

First Grade Writing

Unit Title: Unit 4: Exploring Together – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

W.1.3
W.1.5
W.1.6
W.1.7
W.1.8
RL.1.1
RL.1.2
RL.1.3
RL.1.4
RL.1.5
RL.1.6
RL.1.7
RL.1.9
RL.1.10
SL.1.1
SL.1.2
SL.1.3
SL.1.4
SL.1.5
SL.1.6
L.1.1
L.1.2
L.1.4
L.1.5
L.1.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

First Grade Writing

Central Idea / Enduring Understanding:

Students will...

- Write sentences that tell about themselves.
- Use pictures and words to create a complete idea.
- Write and draw pictures with details that will make the idea clearer.
- Use capitalization and place commas correctly in writing a friendly letter.
- Use different kinds of sentences in writing.
- Think about what comes first, next, and last when writing a personal narrative.
- Choose words that tell the reader exactly what is happening.
- Plan, draft, revise, and edit a personal narrative sentences.
- Plan, draft, revise, and edit a friendly letter.
- Plan, draft, revise, and edit a personal narrative.
- Ask and write questions correctly.
- Make and write statements correctly.
- Write months, dates, and holidays correctly.
- Understand and use future tense verbs.

Essential/Guiding Question:

- What makes great sentences that tell about you?
- What makes a great friendly letter?
- What makes a great personal narrative?
- Where do writers get their ideas for a personal narrative?
- In what order do events happen?
- Does my story have a beginning, middle, and end?
- What is a question?

Pemberton Township School District

First Grade Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Narrate
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Ideas, Sentence Fluency, Organization, Word Choice
- **Graphic Organizer:** Idea-Support Map, Friendly Letter Frame, Flow Chart
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **My Writing Rubric in Journeys:** Students' Self-Evaluation
- **Writer's Checklist in Journeys**
- **Daily Proofreading Practice**
- **Academic Language:** main idea, details, questions, statements, time-order words, future tense verbs, prepositions

Skills(Objectives):

- Personal narrative sentences
- Friendly letter
- Parts of a friendly letter – date, greeting, closing
- Personal narrative
- Main idea
- Exact details
- Different kinds of sentences
- Order of events
- Time-order words
- Questions
- Statements
- Write months, dates, holidays
- Future tense verbs
- Prepositions
- Prepositions that tell when and where

**Pemberton Township School District
First Grade Writing**

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 16:** Personal Narrative Sentences
- **Lesson 17:** Personal Narrative Sentences
- **Lesson 18:** Friendly Letter
- **Lesson 19 & 20:** Personal Narrative

- **Use First Grade district rubric for scoring**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

**Pemberton Township School District
First Grade Writing**

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 16 – Lesson 16 in Journeys

Write to Narrate:

- **Teaching Point: Name Parts of a Personal Narrative** – Use *Topic Sentence and Detail Sentences* to model a personal narrative. T23
Shared Writing – Students write narrative sentences about something the class explored.

- **Teaching Point: Write Personal Narrative Sentences** – Use *Let’s Go to the Moon!* and *Main Idea and Details* to model how all sentences must be about one idea. T47
Guided Writing – Students illustrate something they have discovered and complete a sentence frame.

- **Teaching Point: Plan Personal Narrative Sentences** – Use *Planning My Sentences* to model choosing a topic and listing details. T57
Independent Writing – Students use prompt to select a topic and list details by answering the questions *Who?* and *What?*

- **Teaching Point: Draft Personal Narrative Sentences** – Use *Let’s Go to the Moon!* and *Drafting My Sentences* to model drafting. T67
Independent Writing – Students draft their own personal narrative sentences.

- **Teaching Point: Revise and Proofread Personal Narrative Sentences** – Using *Revising Kim’s Draft*, discuss the revisions made by the student writer. T74, 75
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Questions** – Ask and write questions correctly. T22, 46, 56, 72, 73

Resources:

Week 16 – Lesson 16 in Journeys

- Projectable 16.1

- Mentor Text: *Let’s Go to the Moon!* by Stephen Swinburne
- Projectable 16.5
- Sentence Frame
- Student Practice Workbook pg. 6

- Projectable 16.9
- Student Practice Workbook pg. 11

- Mentor Text: *Let’s Go to the Moon!* by Stephen Swinburne
- Projectable 16.11
- Student Practice Workbook pg. 11

- Projectable 16.12
- Completed Student Personal Narrative Sentences

- Projectable 16.4, 16.8
- Student Practice Workbook pg. 5, 14

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 17 – Lesson 17 in Journeys

Write to Narrate:

- **Teaching Point: Name Parts of a Personal Narrative** – Use *Topic Sentence and Detail Sentences* to model a personal narrative. T121
Shared Writing – Students write about a recent field trip or class visitor.
- **Teaching Point: Write Personal Narrative Sentences** – Use *The Big Trip* and *Details for Where and When* to model sharing ideas by using details. T145
Guided Writing – Students illustrate a trip they took and complete a sentence frame.
- **Teaching Point: Plan Personal Narrative Sentences** – Use *Planning My Sentences* to model writing about an experience telling what happened in order. T155
Independent Writing – Students use prompt to select a topic and list events in order.
- **Teaching Point: Draft Personal Narrative Sentences** – Use *The Big Trip* and *Drafting My Sentences* to model drafting. T165
Independent Writing – Students draft their personal narrative sentences.
- **Teaching Point: Revise and Proofread Personal Narrative Sentences** – Using *Revising Sam’s Draft*, discuss the revisions made by the student writer. T172, 173
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Questions and Statements** – Ask questions, make statements, identify questions and statements, and write questions and statements correctly. T120, 144, 154, 170, 171

Resources:

Week 17 – Lesson 17 in Journeys

- Projectable 17.1
- Mentor Text: *The Big Trip* by Valeri Gorbachev
- Projectable 17.5
- Student Practice Workbook pg. 20
- Sentence Frame
- Projectable 17.9
- Student Practice Workbook pg. 25
- Mentor Text: *The Big Trip* by Valeri Gorbachev
- Projectable 17.11
- Student Practice Workbook pg. 25
- Projectable 17.12
- Completed Student Personal Narrative Sentences
- Projectable 17.4, 17.8
- Student Practice Workbook pg. 19, 28

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 18 – Lesson 18 in Journeys

Write to Narrate:

- **Teaching Point: Name Parts of a Friendly Letter**
– Use *Friendly Letter* to model a friendly letter.
T219
Shared Writing – Students write a friendly letter to the principal.
- **Teaching Point: –Write a Friendly Letter That Includes Statements and a Question** – Use *Where Does Food Come From?* and *Using Different Kinds of Sentences* to model writing a friendly letter by completing a letter frame.
T243
Guided Writing – Students choose a topic and write a friendly letter.
- **Teaching Point: Plan a Friendly Letter** – Use *Planning My Letter* to model choosing a topic and details to write that tell who, what, where, and when. T253
Independent Writing – Students use prompt, choose a topic, and list events in order with details about their experience.
- **Teaching Point: Draft a Friendly Letter** – Use *Drafting My Letter* to model drafting using capitalization and commas correctly. T263
Independent Writing – Students draft their friendly letter using a friendly letter frame.
- **Teaching Point: Revise and Proofread a Friendly Letter** – Using *Revising Ned’s Draft*, discuss the revisions made by the student writer. T270, 271
Independent Writing – Students revise, edit, and complete a final copy of their letter.

Grammar:

- **Teaching Point: Months, Days, and Holidays** – Write correctly. T218, 242, 252, 268, 269

Resources:

Week 18 – Lesson 18 in Journeys

- Projectable 18.1
- Mentor Text: *Where Does Food Come From?* by Shelley Rotner
- Projectable 18.5
- Student Practice Workbook pg. 34
- Projectable 18.9
- Student Practice Workbook pg. 39
- Projectable 18.11
- Student Practice Workbook pg. 39
- Projectable 18.12
- Student Draft
- Completed Student Friendly Letter
- Projectable 18.4, 18.8
- Student Practice Workbook pg. 33, 42

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 19 – Lesson 19

Write to Narrate:

- **Teaching Point: Name Parts of a Personal Narrative** – Use *Topic Sentence and Detail Sentences* to model the parts of a personal narrative. T317
Shared Writing – Students write a personal narrative about a recent class activity.
- **Teaching Point: Take Notes** – Use *Tomas Rivera* and *Order of Events* to model using the correct sequence when writing. T337
Guided Writing – Students illustrate three things they did to get ready for school and complete sentence frames.
- **Teaching Point: Plan a Personal Narrative** – Model brainstorming topic ideas and tell a personal narrative out loud. T347
Independent Writing – Students use prompt, choose a topic, and tell their story out loud.
- **Teaching Point: Plan a Personal Narrative** – Use *Tomas Rivera* and *Planning My Personal Narrative* to model using time-order words to complete details for a personal narrative. T357
Independent Writing – Students write details for their personal narrative.
- **Teaching Point: Finish Planning a Personal Narrative** – Use Student Book pg. 138-139 to study how a student writer planned a personal narrative. T364, 365
Independent Writing – Students check their chart to make sure they have added details.

Grammar:

- **Teaching Point: Future Tense Verbs** – Use verbs with *will* and *going to*. T317, 336, 346, 362, 363

Learning Opportunities/Strategies:

Week 20 – Lesson 20

Resources:

Week 19 – Lesson 19

- Projectable 19.1
- Mentor Text: *Tomas Rivera* by Jane Medina
- Projectable 19.5
- Student Practice Workbook pg. 48
- Personal Narrative Prompt
- Mentor Text: *Tomas Rivera* by Jane Medina
- Projectable 19.10
- Student Practice Workbook pg. 55
- Student Book pg. 138-139
- Student Practice Workbook pg. 55
- Projectable 19.4, 19.8
- Student Practice Workbook pg. 47, 52, 56

Pemberton Township School District

First Grade Writing

Write to Narrate:

- **Teaching Point: Draft a Personal Narrative** – Use *Drafting My Personal Narrative* to model turning details into sentences. T411
Shared Writing – Students practice turning details into sentences and then begin drafting their personal narrative.
- **Teaching Point: Draft with Exact Details** – Use *Little Rabbit's Tale* and *Exact Details* to model using exact details. T433
Guided Writing – Students continue to draft their personal narrative using exact details.
- **Teaching Point: Draft a Personal Narrative** – Use *Little Rabbit's Tale* to model using time-order words. T439
Independent Writing – Students continue to draft their personal narrative.
- **Teaching Point: Draft a Personal Narrative** – Model how writers choose words to share their feelings to make their writing interesting. T453
Independent Writing – Students finish drafting their personal narrative.
- **Teaching Point: Revise and Proofread a Personal Narrative** – Using *Revising Ava's Draft*, study the revisions made by the student writer. T460, 461
Independent Writing – Students revise and write a final copy of their personal narrative.

Grammar:

- **Teaching Point: Prepositions and Prepositional Phrases That Tell When and Where** – T410, 432, 442, 458, 459

Resources:

Week 20 – Lesson 20

- Projectable 20.1
- Student Practice Workbook pg. 55

- Mentor Text: *Little Rabbit's Tale* by Wong Herbert Yee
- Projectable 20.5
- Student Draft

- Mentor Text: *Little Rabbit's Tale* by Wong
- Student Draft

- Student Draft

- Projectable 20.10
- Completed Student Personal Narrative

- Projectable 20.4, 20.8
- Student Practice Workbook pg. 61, 66, 69

Pemberton Township School District First Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer’s Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer’s Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

First Grade Writing

Unit Title: Unit 5: Watch Us Grow – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

W.1.3
W.1.5
W.1.6
W.1.7
W.1.8
RL.1.1
RL.1.2
RL.1.3
RL.1.4
RL.1.5
RL.1.6
RL.1.7
RL.1.9
RL.1.10
SL.1.1
SL.1.2
SL.1.3
SL.1.4
SL.1.5
SL.1.6
L.1.1
L.1.2
L.1.4
L.1.5
L.1.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

First Grade Writing

Central Idea / Enduring Understanding:

Students will...

- Write story sentences with dialogue.
- Use vivid verbs to help readers picture what story characters are doing.
- Only tell the important parts of a story when writing a summary.
- Think about what comes first, next and so on when writing a story summary.
- Include a beginning, middle, and end in a story.
- Use different sentence lengths in writing.
- Use the pronoun *I* correctly when talking about myself.
- Use possessive pronouns in sentences.
- Use pronouns with action verbs in sentences.
- Use pronouns with the form of the verb *be* in sentences.
- Use contractions correctly in sentences.
- Plan, draft, revise, and edit story sentences.
- Plan, draft, revise, and edit a summary.
- Plan, draft, revise, and edit a story.

Essential/Guiding Question:

- What makes great story sentences?
- What makes a great story summary?
- What makes a great story?
- What is dialogue?
- Do the words I chose paint a clear picture in the reader's mind?
- Why is it important to tell about the parts of a story in the order they happen?
- Does my story have a beginning, middle, and end?
- Why do writers use different sentence lengths?

Pemberton Township School District

First Grade Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Express
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Voice, Word Choice, Organization, Ideas, Sentence Fluency
- **Graphic Organizer:** Speech Bubbles, Flow Chart, Story Map
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **My Writing Rubric in Journeys:** Students' Self-Evaluation
- **Writer's Checklist in Journeys**
- **Daily Proofreading Practice**
- **Academic Language:** dialogue, quotation marks, summary, details, problem/solution, time-order words, pronoun, verb, contraction

Skills(Objectives):

- Story sentences
- Dialogue
- Quotation marks
- Exact verbs
- Story summary
- Order of events
- Write book titles correctly
- Story
- Details
- Problem/solution
- Beginning, middle, end
- Sentence lengths
- Time-order words
- Subject pronouns
- Pronoun /
- Possessive Pronouns
- Pronouns with the verb *be*
- Contractions

Pemberton Township School District
First Grade Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 21:** Story Sentences with Illustration
- **Lesson 22:** Story Sentences with Illustration
- **Lesson 23:** Story Summary
- **Lesson: 24 & 25:** Story

- **Use First Grade district rubric for scoring**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

First Grade Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 21 – Lesson 21 in Journeys

Write to Express:

- **Teaching Point: Name Parts of Story Sentences**
– Use *Story Sentences* to model sentences that tell what characters say and do. T23
Shared Writing – Students write a story based on the characters in *Grandpa’s Tree*.
- **Teaching Point: Write Story Sentences with Dialogue** – Use *The Tree* and *Dialogue* to model writing sentences with dialogue. T45
Guided Writing – Students illustrate a scene from *The Tree* and complete sentence frames.
- **Teaching Point: Plan Story Sentences** – Use *Planning My Sentences* to model planning a story and completing speech balloons. T55
Independent Writing – Students use prompt to select a topic and write what the characters do and say in order.
- **Teaching Point: Draft Story Sentences** – Use *The Tree* and *Drafting My Sentences* to model drafting. T65
Independent Writing – Students draft their own story sentences.
- **Teaching Point: Revise and Proofread Story Sentences** – Using *Revising Niki’s Draft*, discuss the revisions made by the student writer. T72, 73
Independent Writing – Students revise, edit, illustrate, and complete a final copy.

Grammar:

- **Teaching Point: Subject Pronouns** – Identify and use pronouns that name one and more than one. T22, 44, 54, 70, 71

Learning Opportunities/Strategies:

Resources:

Week 21 – Lesson 21 in Journeys

- Projectable 21.1
- Mentor Text: *Grandpa’s Tree*
- Mentor Text: *The Tree from Poppleton Forever* by Mark Teague
- Projectable 21.5
- Sentence Frames
- Student Practice Workbook pg. 75
- Projectable 21.9
- Student Practice Workbook pg. 80
- Mentor Text: *The Tree from Poppleton Forever* by Mark Teague
- Projectable 21.11
- Student Practice Workbook pg. 80
- Projectable 21.12
- Student Draft
- Completed Student Story Sentences with Illustration
- Projectable 21.4, 21.8
- Student Practice Workbook pg. 74, 83

Pemberton Township School District

First Grade Writing

Week 22 – Lesson 22 in Journeys

Write to Express:

- **Teaching Point: Name Parts of Story Sentences**
– Use *Story Sentences* to model sentences that tell what characters say and do. T119
Shared Writing – Students write sentences about a character in a recent read aloud.
- **Teaching Point: Write Story Sentences with Exact Verbs** – Use *Amazing Animals* and *Exact Verbs* to model using vivid verbs. T141
Guided Writing – Students draw an animal and describe it using exact verbs.
- **Teaching Point: Plan Story Sentences** – Use *Planning My Sentences* to model choosing details to tell what happens. T151
Independent Writing – Students choose an animal to write details about something it learned to do.
- **Teaching Point: Draft Story Sentences** – Use *Amazing Animals* and *Drafting My Sentences* to model drafting. T161
Independent Writing – Students draft their story.
- **Teaching Point: Revise and Proofread Story Sentences** – Using *Revising Troy’s Draft*, discuss the revisions made by the student writer. T168, 169
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Pronoun I** – Understand how to use the pronoun *I* when talking about oneself. T118, 140, 150, 166, 167

Learning Opportunities/Strategies:

Week 23 – Lesson 23 in Journeys

Resources:

Week 22 – Lesson 22 in Journeys

- Projectable 22.1
- Mentor Text: *Amazing Animals* by Gwendolyn Hooks
- Projectable 22.5
- Student Practice Workbook pg. 89
- Projectable 22.9
- Student Practice Workbook pg. 94
- Mentor Text: *Amazing Animals* by Gwendolyn Hooks
- Projectable 22.11
- Student Practice Workbook pg. 94
- Projectable 17.12
- Student Draft
- Completed Student Story Sentences with Illustration
- Projectable 22.4, 22.8
- Student Practice Workbook pg. 88, 97

Pemberton Township School District

First Grade Writing

Write to Express:

- **Teaching Point: Name Parts of a Summary** – Use *Story Summary* to model a summary. T215
Shared Writing – Students write a summary of a favorite story.
- **Teaching Point: – Write a Story Summary with Events in the Correct Order** – Use *Whistle for Willie* and *Order of Events* to model using sentence frames to write a story summary. T239
Guided Writing – Students illustrate a scene from *Whistle for Willie* and use sentence frames to write a story summary.
- **Teaching Point: Plan a Story Summary** – Use *Whistle for Willie* and *Planning My Summary* to model choosing important events. T249
Independent Writing – Students choose three story events from *Whistle for Willie* to write about.
- **Teaching Point: Draft a Story Summary** – Use *Whistle for Willie* and *Drafting My Sentences* to model writing book titles and to draft summary sentences. T259
Independent Writing – Students draft their story summary.
- **Teaching Point: Revise and Proofread Summary Sentences** – Using *Revising Abby's Draft*, discuss the revisions made by the student writer. T266, 267
Independent Writing – Students revise, edit, and complete a final copy of their summary.

Grammar:

- **Teaching Point: Possessive Pronouns** – Use possessive pronouns in sentences. T214, 238, 248, 264, 265

Learning Opportunities/Strategies:

Week 24 – Lesson 24

Resources:

Week 23 – Lesson 23 in Journeys

- Projectable 23.1
- Mentor Text: *Whistle for Willie* by Ezra Jack Keats
- Projectable 23.5
- Student Practice Workbook pg. 103
- Mentor Text: *Whistle for Willie* by Ezra Jack Keats
- Projectable 23.11
- Student Practice Workbook pg. 108
- Projectable 23.11
- Student Practice Workbook pg. 108
- Projectable 23.12
- Student Draft
- Completed Student Story Summary
- Projectable 23.4, 23.8
- Student Practice Workbook pg. 102, 111

Pemberton Township School District

First Grade Writing

Write to Express:

- **Teaching Point: Name Parts of a Story** – Use *Story* to model the parts of a story. T313
Shared Writing – Students write a story together.
- **Teaching Point: Write Sentences That Describe Characters Clearly** – Use *A Butterfly Grows* and *Describing Characters* to model using clear details. T335
Guided Writing – Students draw a dog and complete a sentence frame with details to describe it.
- **Teaching Point: Explore Ideas for a Story** – Use prompt to model telling a story including a problem and a solution. T345
Independent Writing – Students use prompt to tell their story to one another.
- **Teaching Point: Begin Planning a Story** – Use *Whistle for Willie* and *Planning My Story* to model brainstorming ideas for the beginning, middle, and end of a story. T355
Independent Writing – Students write details for their story.
- **Teaching Point: Finish Planning a Story** – Use Student Book pg. 134-135 to study how a student writer planned their story.
Independent Writing – Students add details to their story map.

Grammar:

- **Teaching Point: Pronouns and Verbs** – Use pronouns and action verbs and pronouns with the form of *be* in sentences. T 312, 334, 344, 360, 361

Learning Opportunities/Strategies:

Week 25 – Lesson 25

Resources:

Week 24 – Lesson 24

- Projectable 24.1
- Mentor Text: *A Butterfly Grows* by Stephen Swinburne
- Projectable 24.5
- Student Practice Workbook pg. 117
- Story Prompt
- Mentor Text: *Whistle for Willie* by Ezra Jack Keats
- Projectable 24.10
- Student Practice Workbook pg. 124
- Student Book pg. 134-135
- Student Practice Workbook pg. 124
- Projectable 24.4, 24.8
- Student Practice Workbook pg. 116, 125

Pemberton Township School District

First Grade Writing

Write to Express:

- **Teaching Point: Draft a Fictional Narrative** –Use *Drafting My Story* to model turning details into sentences. T409
Shared Writing – Students practice turning details into sentences and then begin drafting their own story.
- **Teaching Point: Draft Story Sentences of Different Lengths** – Use *The New Friend* and *Sentences with Different Lengths* to model different sentence lengths. T431
Guided Writing – Students continue to draft their story using long and short sentences.
- **Teaching Point: Draft a Story** – Use *The New Friend* to model using time-order words. T441
Independent Writing – Students continue to draft their story.
- **Teaching Point: Draft a Story** – Use *The New Friend* to model using clear details to describe characters. T451
Independent Writing – Students finish drafting their story.
- **Teaching Point: Revise and Proofread a Story** – Using *Revising Deval’s Draft*, study the revisions made by the student writer. T458, 459
Independent Writing – Students revise, edit, and write a final copy of their story.

Grammar:

- **Teaching Point: Contractions** – T408, 430, 440, 456, 457

Resources:

Week 25 – Lesson 25

- Projectable 25.1
- Student Practice Workbook pg. 124

- Mentor Text: *The New Friend* by Marie Puncel
- Projectable 25.5
- Student Practice Workbook pg. 62

- Mentor Text: *The New Friend* by Marie Puncel
- Student Draft

- Mentor Text: *The New Friend* by Marie Puncel
- Student Draft

- Projectable 25.10
- Completed Student Story

- Projectable 25.4, 25.8
- Student Practice Workbook pg. 135, 138

Differentiation

Pemberton Township School District First Grade Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer’s Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer’s Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

First Grade Writing

Unit Title: Unit 6: Three Cheers For Us! – Opinion Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

W.1.1
W.1.5
W.1.6
W.1.7
W.1.8
RL.1.1
RL.1.2
RL.1.3
RL.1.4
RL.1.5
RL.1.6
RL.1.7
RL.1.9
RL.1.10
SL.1.1
SL.1.2
SL.1.3
SL.1.4
SL.1.5
SL.1.6
L.1.1
L.1.2
L.1.4
L.1.5
L.1.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

First Grade Writing

Central Idea / Enduring Understanding:

Students will...

- Create an opinion about a topic that is uniquely theirs.
- Support an opinion with reasons.
- Give examples to support reasons.
- Use exclamations in writing to show strong emotions.
- Use connecting words and phrases to help readers understand how ideas fit together.
- Use adjectives to describe taste, sound, smell, and texture.
- Use adverbs that tell how, where, when, and how much.
- Use adjectives that compare.
- Plan, draft, revise, and edit opinion sentences.
- Plan, draft, revise, and edit an opinion paragraph.

Essential/Guiding Question:

- What makes great sentences that tell an opinion?
- What makes a great opinion paragraph?
- How does voice add interest to writing?
- Did I express my opinion clearly?
- Did I include reasons to support my opinion?
- Did my words convey my opinion and reasons exactly?
- Why do writers use connecting words and phrases?

Pemberton Township School District

First Grade Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Respond
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Voice, Sentence Fluency, Word Choice, Ideas, Organization
- **Graphic Organizer:** Idea-Support Map
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **My Writing Rubric in Journeys:** Students' Self-Evaluation
- **Writer's Checklist in Journeys**
- **Daily Proofreading Practice**
- **Academic Language:** opinion, exclamations, reasons, fact, statements, questions, adjective, adverb

Skills(Objectives):

- Opinion sentences
- Parts of an opinion paragraph
- Topic sentence
- Detail sentences
- Closing sentence
- Exclamations
- Strong feelings
- Give reasons for opinions
- Use examples to explain reasons
- Reasons answer the question *Why? (because)*
- Fact and opinion
- Exact words
- Connecting words and phrases
- Adjectives that describe
- Adjectives that compare
- Kinds of sentences
- Adverbs

**Pemberton Township School District
First Grade Writing**

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 26:** Opinion Sentences
- **Lesson 27:** Opinion Sentences
- **Lesson 28:** Opinion Sentences
- **Lesson: 29 & 30:** Opinion Paragraph

- **Use First Grade district rubric for scoring**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

**Pemberton Township School District
First Grade Writing**

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 26 – Lesson 26 in Journeys

Write to Respond:

- **Teaching Point: Name Parts of Opinion Sentences** – Use *Topic Sentences and Detail Sentences* to model opinion sentences. T23
Shared Writing – Students choose a class activity and write what they like and don't like about it.

- **Teaching Point: Write Opinion Sentences with Express Strong Emotions** – Use *The Dot* and *Showing Strong Feelings* to model writing an exclamation. T45
Guided Writing – Students use the character in *The Dot* and complete the opinion sentence frame.

- **Teaching Point: Plan Opinion Sentences** – Use *Planning My Sentences* to model choosing details to support an opinion. T55
Independent Writing – Students form an opinion and list reasons for their opinion.

- **Teaching Point: Draft Opinion Sentences** – Use *The Dot* and *Drafting My Sentences* to model drafting opinion sentences. T65
Independent Writing – Students draft their own opinion sentences.

- **Teaching Point: Revise and Proofread Opinion Sentences** – Using *Revising Jill's Draft*, discuss the revisions made by the student writer. T72, 73
Independent Writing – Students revise, edit, and complete a final copy.

Grammar:

- **Teaching Point:** Exclamations – T 22, 44, 54, 70, 71

Resources:

Week 26 – Lesson 26 in Journeys

- Projectable 26.1

- Mentor Text: *The Dot* by Peter Reynolds
- Projectable 26.5
- Sentence Frame
- Student Practice Workbook pg. 144

- Projectable 25.9
- Student Practice Workbook pg. 149

- Mentor Text: *The Dot* by Peter Reynolds
- Projectable 26.11
- Student Practice Workbook pg. 149

- Projectable 26.12
- Student Draft
- Completed Student Opinion Sentences

- Projectable 26.4, 26.8
- Student Practice Workbook pg. 143, 152

Pemberton Township School District

First Grade Writing

Learning Opportunities/Strategies:

Week 27 – Lesson 27 in Journeys

Write to Respond:

- **Teaching Point: Name Parts of Opinion Sentences** – Use *Topic Sentences and Detail Sentences* to model the difference between a fact and an opinion. T119
Shared Writing – Students use a prompt to form an opinion.
- **Teaching Point: Write Opinion Sentences with Because** – Use *What Can You Do?* and *Sentences with Because* to model how to explain an opinion. T141
Guided Writing – Students use prompt to form an opinion.
- **Teaching Point: Plan Opinion Sentences** – Use *Planning My Sentences* to model choosing details that support the opinion. T151
Independent Writing – Students use prompt to form an opinion with reasons that support their opinion.
- **Teaching Point: Draft Opinion Sentences** – Use *What Can You Do?* and *Drafting My Sentences* to model drafting opinion sentences. T161
Independent Writing – Students draft their opinion sentences.
- **Teaching Point: Revise and Proofread Opinion Sentences** – Using *Revising Raul's Draft*, discuss the revisions made by the student writer. T168, 169
Independent Writing – Students revise, edit, and complete a final copy of their writing.

Grammar:

- **Teaching Point: Kinds of Sentences** – T118, 140, 150, 166, 167

Learning Opportunities/Strategies:

Resources:

Week 27 – Lesson 27 in Journeys

- Projectable 27.1
- Mentor Text: *What Can You Do?* by Shelly Rotner and Sheila Kelly
- Projectable 27.5
- Student Practice Workbook pg. 158
- Projectable 27.9
- Student Practice Workbook pg. 163
- Mentor Text: *What Can You Do?* by Shelly Rotner and Sheila Kelly
- Projectable 27.11
- Student Practice Workbook pg. 163
- Projectable 27.12
- Student Draft
- Completed Student Opinion Sentences
- Projectable 27.4, 27.8
- Student Practice Workbook pg. 157, 166

Pemberton Township School District

First Grade Writing

Week 28 – Lesson 28 in Journeys

Write to Respond:

- **Teaching Point: Name Parts of Opinion Sentences** – Use *Topic Sentences and Detail Sentences* to model using exact words. T215
Shared Writing – Students use prompt to form opinion and reasons why.
- **Teaching Point: – Write Opinion Sentences That Use Exact Words** – Use *The Kite* and *Using Different Words* to model avoiding using the same words over and over. T235
Guided Writing – Students write opinion sentences about *The Kite* using adjectives.
- **Teaching Point: Plan Opinion Sentences** – Use *The Kite* and *Planning My Summary* to model choosing details that support an opinion.
Independent Writing – Students use prompt to form an opinion about a character in *The Kite* and use details to explain why.
- **Teaching Point: Draft Opinion Sentences** – Use *The Kite* and *Drafting My Sentences* to model opinion sentences using adjectives. T255
Independent Writing – Students draft their opinion sentences.
- **Teaching Point: Revise and Proofread Opinion Sentences** – Using *Revising Matt’s Draft*, discuss the revisions made by the student writer. T262, 263
Independent Writing – Students revise, edit, and complete a final copy of their opinion sentences.

Grammar:

- **Teaching Point: Adjectives** – Use adjectives to describe taste, sound, smell, and texture. T215, 234, 244, 260, 261

Learning Opportunities/Strategies:

Week 29 – Lesson 29

Resources:

Week 28 – Lesson 28 in Journeys

- Projectable 28.1
- Mentor Text: *The Kite* by Arnold Lobel
- Projectable 28.5
- Student Practice Workbook pg. 172
- Mentor Text: *The Kite* by Arnold Lobel
- Projectable 28.9
- Student Practice Workbook pg. 177
- Projectable 28.11
- Student Practice Workbook pg. 177
- Projectable 28.12
- Student Draft
- Completed Student Opinion Sentences
- Projectable 28.4, 28.8
- Student Practice Workbook pg. 171, 180

Pemberton Township School District

First Grade Writing

Write to Respond:

- **Teaching Point: Name Parts of an Opinion Paragraph** – Use *Topic, Detail, and Closing Sentence* to model parts of an opinion paragraph. T309
Shared Writing – Students write a class opinion paragraph about *The Kite*.
- **Teaching Point: Write Opinion Sentences Using Examples** – Use *Inspector Hopper* and *Giving Examples* to model examples. T331
Guided Writing – Students use *Inspector Hopper* to write a reason with two examples.
- **Teaching Point: Explore Ideas for an Opinion Paragraph** – Use *Inspector Hopper* to model forming an opinion with strong reasons and examples. T341
Independent Writing – Students use a prompt and *Inspector Hopper* to write reasons.
- **Teaching Point: Begin Planning an Opinion Paragraph** – Use *Inspector Hopper* and *Planning My Opinion Paragraph* to model reasons and examples. T351
Independent Writing – Students use prompt and *Inspector Hopper* to find reasons and examples for their opinion paragraph.
- **Teaching Point: Finish Planning an Opinion Paragraph** – Use Student Book pg. 132-133 to study how a student writer planned their opinion paragraph.
Independent Writing – Students add reasons and examples to their chart.

Grammar:

- **Teaching Point: Adverbs** – Use adverbs that tell how, where, when, and how much. T308, 330, 340, 356, 357

Learning Opportunities/Strategies:

Week 30 – Lesson 30

Resources:

Week 29 – Lesson 29

- Projectable 29.1
- *The Kite* by Arnold Lobel

- Mentor Text: *Inspector Hopper* by Doug Cushman
- Projectable 29.5
- Student Practice Workbook pg. 186

- Mentor Text: *Inspector Hopper* by Doug Cushman

- Mentor Text: *Inspector Hopper* by Doug Cushman
- Projectable 29.10
- Student Practice Workbook pg. 193

- Student Book pg. 132-133
- Student Practice Workbook pg. 193

- Projectable 29.4, 29.8
- Student Practice Workbook pg. 185, 190, 194

Pemberton Township School District

First Grade Writing

Write to Respond:

- **Teaching Point: Draft an Opinion Paragraph** – Use *Drafting My Opinion Paragraph* to model drafting. T405
Shared Writing – Students practice turning details sentences and then begin to draft their own opinion paragraph.
- **Teaching Point: Draft Opening and Closing** – Use *Winners Never Quit!* and *Writing a Closing Sentence* to model writing an opinion paragraph. T427
Guided Writing – Students continue to draft their opinion paragraph.
- **Teaching Point: Continue Drafting** – Use *Winners Never Quit!* to model using connecting words and phrases. T437
Independent Writing – Students continue to draft indenting the first sentence and using connecting words and phrases.
- **Teaching Point: Finish Drafting** – Use *Winners Never Quit!* to model using exclamations. T447
Independent Writing – Students finish drafting their opinion paragraph.
- **Teaching Point: Revise and Proofread an Opinion Paragraph** – Using *Revising Tara’s Draft*, study the revisions made by the student writer. T454, 455
Independent Writing – Students revise, edit, and write a final copy of their opinion paragraph.

Grammar:

- **Teaching Point: Adjectives That Compare** – T405, 426, 436, 452, 453

Resources:

Week 30 – Lesson 30

- Projectable 30.1
- Student Practice Workbook pg. 193

- Mentor Text: *Winners Never Quit!* by Carol Thompson
- Projectable 30.5
- Student Practice Workbook pg. 200, 193
- Student Draft

- Mentor Text: *Winners Never Quit!* by Carol Thompson
- Student Draft

- Mentor Text: *Winners Never Quit!* by Carol Thompson
- Student Draft

- Projectable 30.10
- Completed Student Opinion Paragraph

- Projectable 30.4, 30.8
- Student Practice Workbook pg. 199, 204,

Differentiation

Pemberton Township School District First Grade Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer’s Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer’s Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer’s Checklists • Flexible time allotment • Journeys ELL Scaffolds